Senate Amends, Approves Judicial Report

by Martha Wasson '71

The Wellesley College Senate approved with amendments the Judicial Report of the Structural Revision Committee at its Apr. 15 meeting, Pixie Loomis '70 presiding. In accordance with the amendment procedure (Article IX of Wellesley College Constitution) outlined in the Greybook, the proposed amendment to the Wellesley Constitution will be posted in each dormitory from Wed. Apr. 16 until Tues. Apr. 22 during which time students may offer suggestions to their sophomore Senate representatives.

Final discussion on changes in the judicial system of Wellesley will occur at the open Senate meeting, Apr. 22, 7:30 in 100 Billings. Then Academic Council and eventually the trustees of the College will review the proposed amendment. Senate encourages students to examine carefully the college judiciary at this stage of its creation.

Basic and Sample Issues

Before Senate amendment, the report read "the President of the College should have the power to authorize whatever action may be required to ensure the educational functioning of the college . . ." After much discussion, Senate voted to change the meaning to "if feasible, the President of the College must consult with an ad-hoc committee consisting of students, faculty, and administration. Debate on the wording of the amendment was extensive. Although several members felt "must consult" not only implies suspicion of the worst but also shows a polarization of attitude, the majority felt the intent of the amendment was better expressed with "must consult," rather than "should consult."

The President's role regarding offenses committed within the academic community or by a student resident was carefully examined. Section III was amended to read, "When there is suspicion of violation of local, state or federal law within the college community, the President of the College should, if it is feasible, consult the General Judiciary before taking action."

Rights of Students

The entire report emphasized the student as an individual with specific Constitutional rights and not simply the student qua student. Several of the due process safeguards included are: "right to formal presentation of charges, right to rebuttal prior to the conclusion of the hearing, right to appeal . . ."

Mr. Phillip M. Phibbs, executive vice-president, noted, however, that Section IV which requires that all records of college disciplinary proceedings be confidential, was inconsistent with the rest of the Report. Thus students are given the rights of due process but are protected from some of the consequences.

Other Clarifications

Under Section II, Part A of the Report, the role of the House President is examined. After much discussion, the duty of the House President was established as one of reporting but not prosecuting cases. Any member of the Judicial House Council involved in a case must remove herself from the council for that particular case.

The student's right to appeal was also clarified. The student cannot appeal unless she feels that the decision and the trial was arbitrary. Further, there is no limit to the number of appeals that a student may make, but each appeal must have met the new stipulations of the last decision.

As a result of the News, Apr. 9 editorial and SRC's desire to retain already appointed student members, Susan Irving '71 asked Senate to confirm the appointments of Liz Stowe '70 and herself to SRC. They were confirmed by vote of 5-0 with 7 abstentions (the faculty, administration, and Sue, Liz being absent). Ellen Zimmerman and Jo Ann Brooks are currently drafting a proposal to standardize the procedure for Senate appointments and selections to ameliorate the situation.

Senate passed the motion appointing the following as chairman of Senate committees: Susan Dolowitz '72 (Acquaintanceship), Carolyn Clark '70 (Elections), Judy Scott '71 (Extracurricular Schedule), Ellen Sanfilippo '70, Missy Silverman '71 (Mayling Soong Foundation), Nona Olson '70 (Publicity), Virginia Schmidt '70 (Student Health), Martha Macdonald '70, Jody Sorenson '71 (Hathaway House Trustees). Money earned from the fall mixer, originally allocated for an Educational Symposium which never materialized, was allocated to Waban II, College Orientation Program, SEC, and Senate Duplicating expenses.

WELLESLEY NEWS

Vol. LXII | WELLESLEY, MASS., APRIL 17, 1969 | No. 23

Harvard Votes Yes on Strike; Demands Action by Today

by Sue Wing '71
and Anne Trebitcock '70

"I don't see how 6000 people can agree on anything more than a football game," said Jon Hoffman, Harvard '69, as he joined the crowd surging into Harvard Stadium last Monday afternoon. There were paper airplanes, and there were bull horns, and there were students wearing blue, red, or yellow jerseys, adjusting microphones and clearing aisles. A long, red banner, after it had been carried up and down the bleachers and across the field by cheering students, was ripped up into armbands, swelling the ranks of scarves, slings, and armbands which already stood out in the crowd.

Despite the apparent air of merriment, the prevailing sense of community could not have been construed as one of levity. No touchdown could have precipitated the echoing roar which shook the stadium when the assemblage voted to "repudiate the right of the Corporation to close this university."

Open Forum

The open meeting was called by an ad hoc moderate coalition, to consider proposals for follow-up action on the student strike begun the Friday before. Moderated by teaching fellow Lance Buhl, the mass meeting was run according to parliamentary procedure; time limits on statements, passed on by those present, were strictly enforced.

In his opening statement, moderator Buhl began, "When we leave, if we leave . . ." He might have wondered. Six hours later, when many of those present had tacitly united in support of a "ninth demand" for cushioned seats, nevertheless, 6000 people had created a consensus by passing a variation of the proposal presented by a group of Harvard teaching fellows. (see full text p. 4)

Roots of Consensus

Not everyone began by agreeing. The procedural framework did not seem to stifle the expression of rather differing viewpoints. In the six-hour course of presentations by "Prime Movers," seconds, defenses, pros and cons, several remarks stood out:

Members of the Harvard-Radcliffe Afro-American Association pointed to particular problems. Miles Link deplored the existence of an administration which is "so inefficient, so insensitive, so stupid," and insisted, "If we are to get any action, we have to look to the faculty." Skip Griffin warned, "We don't want a negative peace . . . we want one in which justice is present, not one in which tension is absent."

Over-Thirty Opinion

Reading a faculty opinion primarily on university restructuring, Stanley Hoffman, professor of government, urged, "We should not turn this discussion into a carnival of masochism . . . What we now need is a kind of escalation of co-operation . . . We don't want a negative peace, but we don't want a war either, because a war is always negative . . ."

Another member of the faculty, Juan Marichal, praised the present generation of student for their "humanity." He urged them, however, "In the name of history," . . . to return to their classes, to . . . "be true to themselves."

Jessie Gill, active in Cambridge causes, revealed on the other hand, "I personally tried for four years to meet with President Pusey." She advocated continuation of the student support, and voiced Cambridge support for this effort.

Teaching Fellow Proposals

Presenting the teaching fellows' proposal, which was finally passed, Mike Roberts spoke of the original University Hall takeover, saying, "We're now trying to express a new attitude . . . so that these kind of tactics no longer become necessary . . . We owe to (the police action) a lesson in the power structure of Harvard." In response to Professor Hoffman's admonition, he remarked, "a strike is not a war . . ."

William Hall, a fellow in evolutionary biology, condemned the SDS action, which, by necessitating the use of police force, "may have led to the injury of some innocent and duped bystanders . . . We must halt the spread . . . of the cancer of anarchy . . ."

Spectrum of Opinion

SDS co-chairman Norm Daniels presented his organization's demands, now eight in number, with the additional demand for a "meaningful

(Continued on page 7)

Harvard Professor of Government Stanley Hoffman addresses at Harvard Stadium last Monday. Photo by Anne Trebilcock '70

Opportunity knocks

by Sue Heinemann '70

Next year 30 seniors, in addition to married students, will be allowed to live off-campus. In explaining the decision by the off-campus housing committee, Mrs. Harold W. Melvin, Jr., dean of students, emphasized, "This is an experiment for the year 1969-1970, to be reviewed by the committee at the end of the year." Committee members include Mrs. Melvin, Mrs. Paul E. Marsh, assistant dean of students; Pixie Loomis '70, CG president; Linda Chun '70, chairman of House President's council; and Vicki Boucher '70, chief justice.

Applications for interested members of the class of 1970 will be available from house presidents. These must be completed and turned into the house presidents no later than the morning of April 25. According to the Committee, "The only criterion for participation in the program will be the student's willingness to undertake the responsibility of finding her own accommodations next year (also parental consent). If more than 30 students express an interest, there will be a lottery to select the 30 participants."

Fees and Privileges

The Committee further states, "Those students choosing to live off campus next year will be charged the non-residential fee of $2200 a year. The fee will include library and infirmary clinic privileges. Any meals the student takes at a dormitory will be paid for separately by her at the established meal ticket prices. The same pay-as-you-go principle will hold for infirmary services (other than clinical). Non-residents will not be allowed the six days of free stay in the infirmary, but will pay the established daily rate."

"Scholarship students participating in the program will retain their full scholarship up to, but not exceeding $2200," continues the committee's statement. "Parental permission will be required of all students this year and all participants in the program will be entirely responsible for their own housing arrangements." There will be a $10 per semester parking fee for non-resident students.

Reasons for Limit

In discussing the rationale behind the limit, Mrs. Melvin stressed the obligation of the College to the community and the problem of rising rents. The committee itself states, "One of the chief problems faced by communities in the greater Boston area is that of insufficient housing. The large number of students living in Boston, Cambridge and the surrounding area has greatly increased the problem of rising rents. People with fixed and limited incomes, unable to afford the higher rent, are forced to move out." Mrs. Melvin emphasized the need for each applicant to seriously consider her role in pushing lower income groups out.

Since 30 is less than an eighth of next year's senior class, there will not be a sudden disruption of the community. Two of the most important considerations in establishing this limit were the rooming and financial gap created by students moving off campus. Another factor was that the admission of a large additional number of freshmen would unbalance class sizes. By limiting the number to 30 the committee hopes to avoid such an inbalance and to keep an even ratio between classes.

Leonardo's Light

by Susan Heinemann '70

"Ackerman's spring time lectures are jewels. Invariably perceptive, intelligent, witty and well-organized," proclaims the Harvard College Guide '68. On Mon., April 21 the College community will have a chance to hear this stimulating lecturer, as James S. Ackerman, Harvard professor of fine arts, will speak in Alumnae Hall at 8 p.m.

"The topic itself, "Leonardo's Light: A Study in Renaissance Art and Science," reveals his broad spectrum of interests," explained Mr. Peter Fergusson, assistant professor of art. Mr. Ackerman is not only a recognized authority on Italian Renaissance architecture, but he has also written on subjects as diverse as the Stone Age and contemporary sculpture. "One of the reasons Professor Ackerman's courses have been so popular at Harvard is his desire to make art history relevant to current concerns, as well as his continual effort to relate art to other disciplines," Mr. Fergusson added.

Distinguished Scholar

Recently Mr. Ackerman has re-

(Continued on page 7)

Dear Nate

The world is watching as Harvard acts out the drama which began on Wed., April 9, with the occupation of University Hall. ROTC and university expansion are assaulting normally mundane conversations. Not only the Harvard community, but others as well, are battling over who should control the university. The lines have been drawn.

Focusing on the Harvard crisis, News sees the students struggling against a powerful Corporation, determined to protect its vested interests in the military and industry. The students' argument is not one with the faculty but with the Corporation. They do not wish to destroy the university, but rather to preserve it as an institution committed not only to intellectual excellence but also to the society which it serves.

While we cannot sanction the seizure of buildings as a primary tactic for resolving disputes, we must condemn President Nathan Pusey's decision to call in the police, a decision which could only lead to violence. The Corporation's blatant misuse of power and its failure to consult with faculty and students before enforcing its decision revealed where the real authority lies at Harvard. That the students and faculty are to be allowed only a means for the expression of their views and not for their implementation is emphasized in the Corporation's statement of April 13.

The Harvard crisis is not a sudden development. In a Crimson editorial written on April 9, before the University Hall takeover, Robert M. Krim describes his reaction to President Pusey's appearance before the Student-Faculty Advisory Council—"I left the meeting with somewhat the same feeling I had after listening to Columbia President Grayson Kirk when I covered the Columbia rebellion last spring. An administrator who is so far out of contact with his constituency has little recourse but to force a confrontation. For there is little common ground on which to base negotiations."

During the strike of the past week Harvard students have stimulated rational dialogue on the crucial issues of ROTC, expansion and structure. At the meeting last Monday, they overcame factional disputes; the students united behind the basic issues rather than quibbling over minor differences. News commends them for their positive approach, for their emphasis on changing rather than destroying the university.

The resolutions passed by the students are worthy of support (see articles p. 1, p. 4). Since ROTC involves a special relationship between the Corporation and the Department of Defense, it differs from other extra-curricular activities. President Pusey himself stated, "ROTC isn't here just to provide a pleasant experience for undergraduates. ROTC's goal is to recruit officers; they make no bones about it." **Harvard Crimson** 4/9). By demanding an end to active university support of the program, the students are condemning the Corporation's commitment to the military and to an imperialistic foreign policy. However, they are not closing the option of joining ROTC. If some Harvard students indeed want ROTC, they can form their own group and rent their own building, just like any other extra-curricular activity.

Harvard's failure to consider the needs of the surrounding community in its expansionist policies can only be termed despicable. The people involved not the profits to be gained must be the priority. Since Harvard is the largest landlord in Cambridge, the Corporation must accept its responsibility for the rising rents and the resulting expulsion of working class families. The community affected must be granted a voice in the decision-making process. Furthermore, acceptable housing alternatives have to be provided before any buildings are torn down.

The demand for structural reform is imperative, if the university is to continue to function. While the Corporation prides itself on the intellectual ability of its constituents, it has refused to grant them political power. If there are to be no future violent confrontations, students and faculty must be given the authority to make decisions on the governance of the university.

In disciplining students involved in the original takeover, both students and faculty should be the judges. Mass suspensions will not eliminate the issues underlying the disorder. Nor should there be any financial penalty, for this is economic discrimination.

News supports the students at Harvard in their demands. We hope that the faculty will join their coalition. Only by presenting a united front and acting now to insure implementation of their resolutions will the Harvard community change the Corporation and preserve the university.

Blast Off

Congressional debate is drawing to a close as Senators and representatives prepare to cast their votes on President Nixon's proposed anti-ballistic-missile system. And, according to the most recent polls, those votes will be in approval, unless dissenting constituents act now to make their views known.

Any missile-defensive system which combines the uncertainties, and estimated expense—some experts see $40 billion as the final total cost—and the numerous possibilities for malfunction and failure, of the ABM, should certainly be investigated more thoroughly before being added to an already-overloaded defense budget. And when urban-assistance projects have suffered Federal budget cuts for the second straight year, perhaps it is time we really do stop to reassess our priorities. Furthermore, a stepping-up of the nuclear arms race can only serve to darken the shadows of incongruity already surrounding American rhetoric of peace and nuclear nonproliferation on the international scene.

The arguments against ABM are varied and familiar. What is more important now, however, is that their strength and popularity be known and felt in Washington. Student strikes and protests are effective measures for dealing with on-campus government policies, but in the case of National defense, more direct confrontation with decision-makers is necessary.

Many Congressmen, including Massachusetts Senator Edward Brooke, (see box, p. 11), are still admittedly undecided on the ABM issue. Public opinion can help sway the close Senate vote; in fact, it is the ultimate hope of Congressional opposition. News urges all opponents of ABM to write, telegram or phone their views to their representatives now, while there is still time.

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The Reader Writes

Reparations

Ed. Note: We are reprinting the following letter since many people may not have noticed it in last week's issue.

To the Students:

Senate is now in the process of selecting three student representatives to sit on the Structual Revisions Committee. The three present members: Kris Olsen, Jan Krigbaum and Sue Graber, all seniors, are to be relieved of their duties April 17th. As maximum continuity during the transition period is essential, pressure was put on Senate in March to select new members as quickly as possible.

Following the C.G. elections, two members of the new Senate who had been involved with SRC were appointed by Senate to serve on the committee: Sue Irving '71 and Liz Stowe '70, selected as an alternate to SRC in the fall. Senate decided that the third member should be selected from the student body at large by means of self-nomination and interviews with a selection board.

Due to the "professional" nature of SRC (as opposed to a policy-making body) and the need for expediency, Senate considered the aforementioned method of selection appropriate. For the future, however, a committee has been established by Senate to define election and selections procedures to be used. By this means Senate hopes to do away with seemingly arbitrary selection procedures in the past.

Pixie Loomis '70
CG President

Going for 'Broke

To the editor:

Unlike a Princeton freshman whom I had the "distinction" of meeting this past week, I was not awed by the predominance of Nassau-trimmed faces. (No, he was not trying to make a pun.) As a matter of fact, I was not awed by very much. To paraphrase Tony Bennett, "the boilingness of Wellesley" left me rather cold.

I would, however, like to thank the girls in this hotbed of relevance for causing me to realize for the first time just how much I appreciate the women of Pembroke. The grass is not always greener . . .

Disappointedly,
Michael C. Hobart Brown, '71

Israeli Appeal

(Ed. note: The following is an open letter to the Wellesley Community.)

To the editor:

The annual United Jewish Appeal and Israel Emergency Drive will be held from April 21 to April 25, during which Israeli Independence Day occurs. We ask of you two contributions — one of money and one of personal involvement. Israel requires both.

This year our campaign will be very different from the past. It will be a two-pronged drive. The major portion of the collection will be given to the Israel Emergency Fund. It is imperative that Israel's security be maintained as a deterrent to armed invasion and a guaranty of Israel's very survival. Sabotage and terrorist activities within her own borders pose another continuing threat. These two immediate threats drain Israeli resources, leaving a third war neglected — the war to absorb 300,000 immigrants (with the prospect of an additional 30,000 in 1969) into the mainstream of Israeli life . . . the war to care for the sick, the elderly, the impoverished, the homeless, the uneducated and the handicapped. It is imperative that we assist Israel in winning this war too.

Arab-Jewish rapprochement and reconciliation, a widely unsupported and unknown, yet desperately critical cause, will also benefit from this year's drive. A lesser portion of the collection will be donated to "Beit Hillel" at the Hebrew University in Jerusalem, earmarked specifically for the Independent Israeli Movement for Arab-Jewish Cooperation. Several projects are underway, including the establishment of a scholarship fund providing Israeli college educations for Jews and Arabs who would commit themselves to serve upon graduation in one another's poor villages. Another project is the construction of a cultural and communal center in the Arab village of Kfar Yassil in the Galilee to be constructed by Arab and Jewish youth. We strongly feel it is our duty to participate in this urgent work of reconciliation.

We ask that you help in the formidable task which is before us. Please send any contributions by check, made payable to "Wellesley Israel Emergency Drive" to Beverly Siegal, Davis, by Fri., April 25. Please involve yourself personally. It is not expected that we complete the task, neither are we free to ignore it. Israel must live . . . in peace.

Shalom and Thank You,
Beverly Siegal '72
UJA Chairman

SRC Selections

To the Editor:

I would like to clear up a few misconceptions which were suggested by last week's editorial pertaining to the Structural Revision Committee ("Back Room" Politics). It is true that I was approached by a representative of the newly elected Senate and asked to serve on the Structural Revision Committee, and it is also true that after accepting and attending only one meeting, I decided to resign. My reasons were threefold: current commitments did not leave me time to be a responsible member of the committee, I believed my position could be better filled by someone more capable of dealing with problems of governance and structure, and I felt that the selection process was not open enough. It is the third point that I would like to clarify.

It is true that democratic means were not used in determining the three new members of SRC, but the blame cannot and must not be pinned on one person or a specific group of people. It is rather a lack of policy and a structural weakness which makes the college government organization incapable of responding to an emergency situation. Having attended one meeting of SRC I can verify the importance of cohesive and dedicated membership. Any change in membership only further disrupts the research and decision making processes of the committee. The mistake in the selection process of the students was made five to six weeks ago. It is unfortunate that the whole student body was not consulted; however, that is past history. Both Sue Irving and Elizabeth Stowe have been working hard for five weeks getting the feel of the committee and making commendable additions to its deliberations. At this point, it would only be detrimental to the committee and the institution at large to ask for their resignations. Because I had not as yet become totally involved in the work of SRC it was easy and proper for me to resign; however, considering the commitments already made by Liz and Sue, it would be unfair and unwise to ask them to resign.

Therefore, I support the process of open selection being conducted by Senate for the third member, while allowing Sue and Liz to remain. However, at the same time, I urge Senate to formulate a definite policy for committee selections, so that such misunderstandings as have arisen over SRC, will not happen again in the future.

Sincerely,
Susie Andrews, '71

"A-tenurated" Response

To the Editor:

In his letter correcting his first statement about the manner in which members of the Appointments Committee are nominated Mr. Petersen shows that he is still mistaken about the process. The Nominating Committee has nothing to do with nominating members for election to the Appointments Committee. See Articles of Government, Book I, Article VI, Section 7(b):

"Method of Election: This com-

(Continued on page 9)

Wellesley's 'Co-eds' Sound Off On Their Week

by Carol Grey '72
Guest Reporter

"Wellesley will never co-educate on an empty stomach!" warned Vi Lenin, Harvard '71, one of the many experimental co-eds who visited the Wellesley campus last week. Vociferously complaining about their living conditions here, the majority of those men interviewed seemed eager to sample the joys of coed dorm life. Only one Union College sophomore, who identified himself as Egbert Cameron Lowe II, dissented: "I've slept with a lot of nice guys in Billings; one even had a flowered pillowcase. Who needs girls anyhow?" John Milton, Dartmouth '71, cracked, "Those were the softest floors I ever slept on!" He echoed the opinions of Cam Lowe and Sandy McMahon, Brown '72, when he declared, "The girls here are all very receptive, very friendly." Then he added, "It's a shame we couldn't room with them. You really get to know a girl when you sleep with her."

A quartet of Yale sophomores, Bruce MacMurdo, John Gerra, Snake Johnson, and Ashley Cole, offered their various reasons for journeying up to Wellesley. "It's a diversionary activity," explained one, while others admitted, "I came to find someone to sew my Levis" and "I only came to see the Dracula flic." "Having been disappointed by Dartmouth's Coed Week, I decided to feel out Wellesley's. Coed weeks are all basically alike — why not go?" retorted Douglas Webber, Dartmouth '69. "And who doesn't want to meet women?" Rich Palmer, a Dartmouth junior, also came to "investigate" because "curiosity overtook me."

"The girls in the classes I attended weren't really willing to accept us as actual students, as participants in the entire Wellesley community. We were more of an oddity — an interesting experiment to be observed," remarked Dove Hallenbeck, Harvard '69. "I was impressed with the class; there was an informal atmosphere and a high degree of participation. But the professor seemed to have only a limited acceptance of contrary points of view." Jim Tarlow and Gary Trudeau, Yale juniors, said, "We've been to some art classes. The atmosphere is relaxed, not uptight, not competitive as it is at Yale. And it's so different from the attitude of the girls in our grad school; they're so serious, too tense."

John Lynch, Yale '72, attended psychology and biology classes. "The teachers really know their stuff," he conceded, "but there's a lack of communication, almost a barrier, between students and teachers. The students either take notes or fall asleep." Marshall Burack a Princeton sophomore, was "surprised to find such a high level of intelligence" at Wellesley, where girls seem "as studious or more so than the guys I've met." A seminar on civil rights, led by Alan H. Schechter, assistant professor of political science, particularly impressed Marshall, as did a play performed in extradepartmental course 101, on classical mythology.

Coeducation Considered

When not walking around the lake, playing tennis, or denouncing the Coed Week committee for its poor planning, the male visitors often advanced their pet educational theories. "I support the concept of a coed institution; it's more natural, more stimulating — a very good idea!" declared Noel Carney, Harvard '70. But he added, "I wouldn't apply here if I could start all over again. I'm very happy at Harvard, and I like our arrangement with Radcliffe." Jack Burgess, a Harvard senior, declared, "My objection to a non-coed school is that it's unrealistic. Once you graduate, you have to cope with a heterosexual society." Admitting that "I've always liked Wellesley girls better than Radcliffe ones — they're so much happier to see you," Jack said he would approve of a Harvard-Wellesley merger.

John Milton said, "I come to get away from Dartmouth. I don't like it much there, but I wouldn't apply here. I'm against coeducation at Wellesley; it's just a feeling." Barr Potter, Yale '70, opined, "Wellesley shouldn't go coed. Women should be able to choose if they want to attend an all-women's college of the finest academic caliber. But perhaps it'll have to or lose some good people to places like Yale . . . There's a challenge for a woman to prove herself equal to man. But why should a man want to prove himself capable of attending a women's college? He's already superior." Scotty Simpson, Yale '70, who found Wellesley girls "incredibly sourfaced and unreceptive," said, "Yes, I'd apply here; not because of the curriculum, but because of the beautiful campus and its proximity to Boston." Perhaps the gentleman might consider attending Harvard. Scott Carde, Yale '71, also initially offended by the attitude of Wellesley girls, concurred. "I'd apply, but Yale would still be my first choice. Coeducation is the current fad. Ever since November, when someone lit the match, everyone has to do it or be out of it — I really don't understand."

Co-eds Attempt Communicating

by Peter Wilson, Yale '70,
Guest Reporter
and Jaco Hilder '70

"Explorations in Interpersonal Communication" was the title of the experiment conducted at the Recreation Building Wednesday Apr. 9 under the auspices of Coed Week. About twenty Wellesley girls and the same number of "coed" boys participated.

The meeting was designed to show each person the differences between how he understands himself as opposed to how others see him. Helen Kivitek '72, who has participated in such an experiment before, sees the purpose also in helping a person "communicate ideas about which he rarely even thinks clearly." Mrs. Hilda Peritish, assistant professor of psychology, directed the different types of individual and group activities.

Boy-girl Encounters

At first, the session was structured with individual boy-girl "encounters." Partners had the task of becoming acquainted by asking their partner one question. They also discussed the feeling of "happiness." Helen pointed out that individuals are sometimes very self-conscious upon entering the experimental situation for the first time. Her partner was taken aback by her question: "What quality do you admire most in other people?" Most individuals are not prepared to discuss their personal feelings with a total stranger and feel uncomfortable.

After talking briefly with partners, groups were made by combining three boy-girl pairs. Each person introduced his partner and then "introductions" were discussed by others in the group.

Trust Exercises

The groups went outside and experimented with verbal and non-verbal communication. An "exercise in joy" took place in which everyone in the experiment joined hands and ran around in a huge circle. Games such as group sculptures, lifting people up while they kept their bodies rigid, and "trust" exercises were played.

Individuals were asked to take a

(Continued on page 11)

Wellesley Girls To Launch COP

by Jessica Pers '71
Guest Reporter

Four hundred and fifty eighth grade girls from various Boston communities will visit Wellesley next week as participants in the College Orientation Project. On April 24, approximately 100 girls from Charlestown and 125 girls from Roxbury and Dorchester will come to Wellesley for the day; the following day, Friday, 225 girls from South Boston, the North End and Jamaica Plain will be at the college as guests of their Wellesley "Big Sisters".

During the last month, members of the College Orientation project have been contacting community groups and local agencies in sections of Boston to find girls who might benefit from a day at Wellesley. As C.O.P. president Chris Wing '71 noted, "We are not looking for the type of girl a school principal would send — one who is concerned about college and who recognizes its importance. Instead, we want to reach those girls who need an extra push to consider college for themselves". By explaining the purpose of C.O.P. to community leaders, the committee members have compiled a list of girls who need the additional incentive in the direction of college.

The girls will arrive about 10 a.m. on Thursday and Friday and be divided among dorm groups to meet their "Big Sisters." During the time they are here, the Wellesley student is free to use her imagination to make the day enjoyable for her "Little Sister." She can take her to the greenhouse, the gym, Room F, show her the lake or the library, or let her spend time meeting friends in the dormitory. A class, or part of one, should, of course, be included in the plan for the day. The Wellesley student will be responsible for providing lunch for the eighth-grader and making sure she is back at a central meeting place by 2:45 p.m. After the day's activities have been concluded, a brief discussion headed by Stephen London, assistant professor of sociology, Alice Jean Burnett, admissions officer, and Wellesley students, will be held to explain the purpose of C.O.P. and answer any questions the junior high school students may have concerning colleges, admission procedures or financial aid.

Dorm reps will be holding meetings this week to explain the program for Apr. 24 and 25 to Wellesley students: students are asked to direct any questions to them.

Now Speak Aloud

Coolness Meets Co-ed Visitor

An open letter to Wellesley College;

I have a hard time expressing the pity I feel for Wellesley girls at this time. Co-ed week has been a rather widespread failure, and I cannot decide where to place the blame. I owe part of my bad time to myself, but despite my masochistic tendencies, I must still commend Wellesley on a job poorly done. There will be few co-eds who will go home to talk of Wellesley with anything better than a modicum of contempt, at best.

The tantalyzingly pleasant floor space of the Billings Hilton — with the added attraction of police especially assigned to prevent co-eds from leaving or entering after 1:30 a.m. — is only the most superficial source of displeasure. Of course the Administration deserves blame, yet ultimately most male backs and egos might have been assuaged had the undergraduate beauties been concerned enough to volunteer at least their pillows (secretly, if necessary). In fact, a few of us were lucky enough to have concerned and sensitive friends make the donation. Most were not.

This thought leads conveniently into a discussion of "General Attitude: Social Amenities 101," or "How to be a courteous hostess," a course whose presence I feel is sadly lacking in the Wellesley curriculum. Both males and females freely condemn the narrow-minded puritanical administration for this week's debacle, and rightly. But the stronger the girls' condemnation, the more hypocritical they become. When I managed to narrow the social (and spatial) gap set up between Billings and most dorms and find girls who would take me to class, I was still regularly abandoned by 3 p.m., at which time everyone hit the books. My entertainment was reduced to an occasional hand of gin rummy. Furthermore, this veritable plethora of activity extended into the evening, where I regularly found myself bored to drowsiness from the TV by 10:00.

(Author's note: My heavy use of the passive voice in this letter is no coincidence. I think it significant that not only was I swiftly reduced to passivity here out of boredom, but even in my passivity I was bored. I am trying to make the distinction between passivity, which may be unjustified, and sensory deprivation, which I cannot dismiss quite so lightly as just inherent in myself. Rather, it is a more obvious product of the environment.)

I am not adverse to getting sleep; in fact, if nothing else, I will come back from this week well rested. But I do resent the fact that there was no alternative to boredom except for a few poor parties, whose meager success can probably be attributed to the expectation of defying the authorities at 1:00 a.m.

Thus, not only was the administration uncompromising in it's Prudishness (with a capital P), but the girls refused to compromise their daily pattern at all; nothing seemed to change. We could just as well not have been here. I congratulate Wellesley College girls' on a nonchalance of the best bourgeoise tradition. I certainly don't ask to be pampered, yet when I think I got more attention in a 10 minute stop at Howard Johnson's than I did in my week at Wellesley, I again refuse to shoulder all the blame.

Another subject (talked many more, but I may run out of invectives soon) needs to be mentioned. Tonight, for the third straight night, I fell asleep at 10:30. I woke up an hour later, and left the common room for a walk. I returned, of course, to find myself locked out. I need not discuss my chagrin, for I hope that by now you can conceive of it. I asked the guard if he could let me in, and he correctly informed me that I had to call a girl in the hall I wanted to enter, who would sign me in, lest I go on a wild raping spree, responsible to no one. At least if a girl signed me in, she (presumably) would share the responsibility for my promiscuity. Taking this in stride (nothing surprises me any more) I asked him where a phone was. When he told me that I had to walk (from Pomeroy) to Billings to make the call, that cheery bit of news drove me to compose this letter. It is absurd enough for me to compose this letter. It is absurd enough for me to walk that distance and back just to be able to talk to someone; it is pitiful that I must walk and spend a dime for the privilege — for, of course, the Billings phone is a pay phone.

My diatribe on co-ed week (without capitals) comes to a close. The accommodations and curfews are two examples of uncompromising students and administration. Although the latter's rudeness is more blatant, I think the former's is more serious for its subtlety. I came here only asking to share in a co-educational living experience, but found the opportunities for interaction pitifully few.

Yet as I lay dying, I feel compelled to add a few thoughts on college girls in general. Having viewed girls here presumably as they wish to be seen, I am now bitterly disappointed with the "liberated woman." You apparently pride yourselves on being intellectually equal to males, and although I feel you are, you fail to show it. You pride yourselves in being coherent and expressive, but too often you are illogical or ambiguous. Finally, you feel proud to be able to dress as you please, but too often you consider that to be THE manifestation of equality of the sexes, and it clearly is not. The classroom is a much more telling test.

I was fascinated to find that in the few classes with a moderate male representation, the females for the most part turned docile and timid. Too often, the males monopolized the discussion. Yet, at the same time, I found that the girls who subsequently were not intimidated, said things which were more significant, concise, clear, and even profound. Of course I admit that those of us in the particular class I am thinking of were putting on a show. We felt we had an audience, and we naturally played up to it. Yet our performance left too many class members in the dust. I had a profound respect for those who were not impressed by our rhetoric, but I am dissapointed that more did not rise to the occasion.

I leave tomorrow, longing for a soft bed and a valuable experience. Even a revolution at Harvard only slightly rattled your cloistered Gothic halls. My stay has been brief, but unfortunately too long. Perhaps it would have been better if I had not come at all.

Yet the evaluation has been perversely enchanting.

Yours truly,
Samuel Seskin
Yale, 1972

** IMPORTANT P.S. — Let me make a point of excluding a large number of girls in Beebe Hall, whose actions and manners stand in pleasant contradiction to those I criticize above. Their kindness is all the more memorable because of its unique warmth, and to them I apologize for this letter.

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Harvard Students Vote Demands to Abolish ROTC, Act on Housing

Ed. Note: The following are the resolutions passed by over 6,000 Harvard participants at the meeting Mon., Apr. 14, in Soldier's Field. They were originally drawn up by the Teaching Fellows Committee for Radical Structural Reform.

Harvard University exercises immense power affecting both its own members and the larger community in which it resides. This power has not been used responsibly and those in positions of authority have refused to accept responsibility for this misuse.

Recent events have raised particular issues of such importance that business at Harvard must not return to normal until we begin to deal with these issues in a fundamental and permanent way. We recognize the importance of the specific demands which have been made. Striking for these demands alone will not guarantee that Harvard face up to its obligations in the future, for they arose from the deeper problem that the organization of the University does not reflect the needs of those it affects. A change in the structure of the University can guarantee that Harvard's power will serve and not destroy.

In the belief that further strike activity should be concerned with clear issues we propose the following:

ROTC

The Harvard Community is divided over the presence of ROTC at the University. ROTC is maintained at Harvard by a contract between the Corporation and the Department of Defense. That contract has been challenged on various grounds: because it implicates the University in the Vietnam War and present American foreign policy, and because that contract subverts the spirit of liberal education. We wish to focus on the contract, which has infested ROTC with a status unlike that of any other off-campus or non-curricular activity. The termination of that contract violates no one's civil liberties.

We therefore demand that:

1. The Corporation immediately terminate its contractual obligation, and informal agreements, with the Department of Defense regarding ROTC, and commit itself not to negotiate any new contacts of any kind, regarding ROTC.

2. The University replace any scholarship aid lost to Harvard students as a result of the termination of the contract.

EXPANSION

The development of Harvard has had an unacceptably disruptive impact on the surrounding community. By its nature Harvard attracts to Cambridge many individuals and industries. Through the operation of supply and demand, this continuing influx has resulted in a severe housing shortage and a dramatic rise in rents. The University's failure to construct more housing has seriously exacerbated the situation. More importantly, it is also clear that Harvard's expansion policies have caused genuine hardships for the community. The fact that some individuals have benefited from this process in no way relieves Harvard of its obligations toward those who are hurt.

Harvard must commit itself to the principles of preserving Cambridge as a heterogeneous community, of maintaining adequate housing and health standards, and of making no profits on its housing. Only through such profound structural changes in the process by which such decisions are reached can we hope to achieve a more responsible policy.

We therefore demand that:

1. No further physical expansion of Harvard take place until the views of the surrounding community are represented in the decision-making process.

2. The Corporation not demolish nor transfer title to any agency which will demolish the University Road apartments and the housing on the Harvard affiliated Hospital site until all residents have been relocated to their satisfaction at Harvard's expense.

3. No relocation occur until a representative group of community residents, students, and faculty report on all matters pertaining to the university's relation to the Hospital and University Road apartments.

4. The University must support rent control for Cambridge and Boston, and until imposition of such control it must control its own rents at the level of Jan. 1, 1968.

Ed. Not: An amendment from the Harvard Graduate School of Design added these demands:

1. Harvard must immediately commit its resources to the development of 3000 housing units, at least half of which must be devoted to elderly persons and low-income families of Cambridge, with funds for the development plan announced by Jan. 1, 1970.

2. Harvard must not take any dwelling units out of its non-university housing stock until it has provided new relocation housing in the nearby area at comparable cost for displaced families.

3. Any increase in enrollment must be accompanied by an equivalent increase in the housing units.

4. Harvard must commit at least 25 per cent of all its residential property to the leased public housing program.

DISCIPLINE

It is extremely important that all of us have full confidence in the justice of any disciplinary action taken against the students involved in the seizure of University Hall. The normal processes for the determination of disciplinary measures are ill-suited to the situation. The faculty committee established for this purpose is also inadequate. As members of the community in which the events occurred, students have the right and the obligation to share the responsibility for these decisions. Given the circumstances, selective severance or suspension of students involved in the seizure would have to be very arbitrarily distributed. Mass dismissals would deprive the community of many valuable individuals who are deeply committed to the University.

Therefore we demand that:

1. An elected committee of faculty and students make the decision on discipline for students involved in the University Hall sit-ins, and in any future such incidents.

2. None of these students be severed or suspended.

Removal of financial assistance is an outrageously discriminatory punishment affecting those only without other resources.

Therefore we demand that:

3. No students be deprived of financial assistance as a result of the Paine Hall demonstration or any other such breach of rules.

STRUCTURE

Demands even if granted can be subverted. This requires that there be a structure, responsible to the Harvard community, which can regulate the implementation of demands. Moreover a representative mechanism would make it possible to deal with future demands in a manner recognized as legitimate by the community. Since the only restriction placed on the Corporation is that it have five members, there is no legal barrier to the following demands.

We demand that:

1. An elected student-faculty committee be created to review policy and consider guidelines for the governance of Harvard.

2. The Corporation recognize the authority of this committee on issues relevant to the life of the community, and its moral and social concerns.

3. The members of this committee must be representative of and responsive to their respective constituencies through the mechanism of a student-faculty senate.

We see these first steps as radical and necessary, and believe that they must be taken with a view either to creating a more responsive Corporation or in delegating the authority of the Corporation to the above joint student-faculty bodies.

We offer the following as a recommendation to this committee once it is established.

1. The members of the Corporation be directly elected, two by the students of the various divisions of the University, two by the faculties, and one by the alumni.

2. Policy-making bodies elected by the faculty and students be created in the colleges and all graduate schools of the University.

The original purpose behind the creation of the Harvard Corporation, in 1650, was to establish a governing board more involved with and responsive to the affairs of Harvard than the distant Board of Overseers. The latter was a cumbersome body, difficult to assemble, composed of the political and religious leaders of the Bay Colony. The five initial members of the Corporation as named in the Charter all were recent graduates who were or became teachers in the College. It is time to return to the first principles of the University's constitution and create a structure which will again reflect the needs of the community.

A crowd of over 6,000 was on hand at Monday's meeting to hear speakers discuss the future of Harvard.

Now Speak Aloud

As One Girl Recalls the Bust

by Grace Boynton '70
Guest Reporter

The occupation of University Hall is over. The Harvard strike is on. Everybody who has read the newspapers and watched the TV newsreels already knows about what lies in the past. The fate of the strike lies now in the future. But what will be the fate of the moral and political questions raised publicly by this whole incident?

My own shocked experience of the events in Harvard yard last Thursday morning will never let me regard morality and politics as separate again.

Prior to last week I had habitually avoided the subject of politics. I had strong moral convictions about the Viet Nam War and civil rights, but I had never supported them in a demonstration or picket line. I felt as politically impotent as most Americans, but as personally secure as only a white middle class girl can, studying English literature far from the city.

My experiences forced me to realize that my indifference was a luxury I couldn't afford — because my security was an illusion.

I originally climbed over the fence into the Yard to join my friend at Harvard and for once take seriously his political convictions. All through the night I listened to discussion of the six demands, and of the strategy currently under way. I still hadn't resolved these questions for myself when the police arrived. But I supported the group's non-violent resistence, so I stayed. I wasn't afraid then of being hurt—in my inexperience the possibility didn't even occur to me.

Well, I wasn't hurt. A motorcycle helmet protected me from the blows I did receive before I managed to run far enough way. But nothing could protect any of us from the horror of the blood and the senseless, vindictive fury that seemed to exult in spilling it. I still can't erase the image of the billy club lying on the ground splintered by the force of the arm that swung it, and red with the blood of the head that received it.

There was a lot I didn't personally see. Others have recorded the boy hauled from a wheelchair, and Life Magazine education editor, Colin Leinster, clubbed from behind as he stood taking notes. Those within the building fared even worse. Girls were beaten as they lay on their backs on the floor. One girl was forced by the crush of the crowd to jump from a second-story window and a cop refused to catch her. A 15-foot gauntlet to the main door was set up between rows of policemen each smashing a blackjack down on the heads as they came through. The Administration members present saw plainly that the building had been surrendered, but would not call a stop to brutality, even when pleaded with by occupants.

Those arrested suffered inhuman conditions in the jail, without food, sanitation or room to sit down. Some people had dislocated shoulders, one had a paralyzed arm, but no one was permitted to be taken to the hospital. Members of the Administration also witnessed this, without response.

Many people reading uncomfortable details like this dismiss them because they are "emotion-arousing." Why should emotion be discredited even when it is the product of profound moral outrage? My own tears, the fiercest I've ever shed, were provoked not only by fear and shock, but by the overwhelming injustice of it. Why were 410 city policemen in riot gear sent to exercise riot techniques unrestrained and without discrimination on 600 unarmed people (including everyone inside and outside the building) all practicing passive resistance? Only those 200 inside the building were guilty of any charge, that of trespassing. But outside clubs were swung at people who were obviously trying to get out of the way. Six or more officers would even run after one, swinging clubs at everyone in their way, until they knocked him—or her—to the ground.

It is useless, however, to direct the outrage against the policemen themselves. Previous displays across the country have taught what was inevitable—but was the calling in of the police inevitable? The forcible takeover of University Hall (this force, by the way, entailed at the most pushing with hands) can be regarded as an undemocratic action in terms of the sentiments of the whole University. But it is obvious also, not only from students' reactions but from statements issued by the faculty and graduate schools that the majority would not have recommended police action in the first instance, either.

Pusey's decision was less than undemocratic—it was a decision that the Corporation reached long ago in anticipation of such a crisis. It was put mechanically into action without further consultation or investigation of the situation.

This was not just a political action —it was a moral action which critically illuminated Harvard's interests in the advancement of the military-industrial establishment.

Pusey stated that in the occupation of University Hall "rational processes" were assaulted and the fate of the "liberal university" was at stake. What the events of last week have brought out into the open is that Harvard's existence as a liberal university is already facing greater dangers than that of a radical takeover.

Rational discourse and the use of force are opposite poles of approach to the solution of the conflict of human interests. In practice they are mutually exclusive. Resort to force in resolving disagreement is rejection of the constructive powers of reason. It implicitly denies the possibility of a rational solution. Unfortunately this is a self-fulfilling prophesy. Once one part has unleashed violence against the other, true rational discussion becomes impossible because the one is defensive, the other outraged.

The students taking University Hall by force must have known they were making such a rejection of reasonable avenues. What emerges, however, is that Harvard executives had already sealed such avenues by applying force more subtle than overt violence.

Speaking of the issues of ROTC and Harvard expansion, Pusey said "Can anyone believe the Harvard SDS demands are made seriously? . . . How can one respond to allegations which have no basis in fact?" He denied that there were "any homes being torn down to make way for the Harvard Medical School expansion."

The Boston Globe on Thursday, April 10, reaffirmed that already, on March 4, the design had been disclosed for a $50 million dollar hospital complex which would demolish 182 apartments in Roxbury.

If Pusey was capable of such a lie—there is no other word for it—after public opinion was aroused, we can believe that he was not very receptive to the students' previous inquiries or their more rational attempts to implement their concern.

There are values at stake in every conflict of human interest—otherwise there would be no conflict. Resort to force in defense of a value, by a person who also places a high value on reason, is asserting the priority of the value at stake. The occupants of University Hall demonstrated that they placed the value of bringing the issues of ROTC and Harvard expansion to the attention and concern of the whole community above the value of their personal security. The response of the Harvard Administrations revealed that its priority value is the security of the Corporation and its interests.

Remember that the 6 Fellows on the Corporation hold between them a chairmanship, 3 presidencies, and 33 directorships in major U.S. corporations including Dow Chemical and others with racist policies here and oppressive policies abroad. Can we seriously believe these men to be dedicated to the values of the "liberal university?" Are the values of intellectual honesty and the free exchange of ideas compatible with commitment to the above interests and policies?

Last Thursday morning the mask was torn away from the secret threat of violence which maintains the military-industrial complex here as well as abroad. The Harvard Corporation's commitment to "the value of a dollar" is now being exposed, for all the world to see that the intellectual values which are the rightful province of the liberal university have already been politically and morally betrayed.

Students Offer High School

by Sue Siegfried '71
Guest Reporter

"Defining the educational process", "flexibility", and "involvement" have been principal areas of concern this year at Wellesley. It is particularly relevant to look into an educational experiment at MIT which puts these three ideas into practice. The MIT High School Studies Program is a student initiated and run program which revolves around the key words "voluntary student participation." Participation in this program is a two-way street: courses designed by college undergraduates and graduate students are taught to high school students from all over the Boston area. The main idea of the program is to establish avenues of communication between high school and college students through courses offered on an interest basis without the pressure of grades and attendance. For the high school student, the program is an opportunity to take courses he may not encounter either in high school or college; for the college student/teacher, HSSP embodies the idea of challenging education in work and thought beyond his curriculum.

Beginnings

The MIT High School Studies Program had its beginnings in a Summer Studies Program started twelve years ago when a group of M.I.T. undergrads agreed to teach a small number of high school students basic college freshmen courses. Today 1500 high school seniors and juniors and forty college freshmen and sophomores are enrolled in HSSP. Courses are taught by 130 college undergraduates, graduate students from MIT, Wellesley, BU, Harvard, Simmons, and Radcliffe, and by a few high school teachers. The scope of the 110 classes is quite broad, ranging from "The Physics of Light" to "The Evolution of Art Criticism" to "Values and Institutions of the American Society." Classes are held at MIT in two periods on Saturday mornings, one from 9:30-11:00 and another from 11:30-1:00. The program operates in three sessions: fall, spring, and summer. Students are charged a two dollar registration fee which pays for a part-time secretary and paper costs and are further responsible for any books their class may be using.

Students, who are recommended to HSSP by their guidance counselors, may enroll in up to two classes. HSSP has a somewhat skewed sampling in terms of intelligence (towards bright) but near perfect in terms of geography. HSSP occupies a unique position in the Boston area of weekly being in contact with students from about 175 schools so that teachers involved in the program have a good idea as to what is going on in the Boston public school system. The general conclusion may be drawn that the normal high school environment is much too restrictive. Spontaneity and interest are squelched due to regulations, restricted curriculum, lack of teacher empathy, etc. HSSP classes aim at counteracting these conditions. If the subject of the class is, for example, "Unidentified Flying Objects", anything is discussed in or out of class. From my experience in the program (I am co-teaching "Problems Facing the Black Community" and "Black Literature"), I have found the students to be extremely direct in expression, concerned, and involved.

Black Students

Heaviest response among high schools participating in HSSP has traditionally been from suburban schools. The involvement of black students is not as extensive as it could or perhaps should be. Toward this end the MIT student directors of HSSP have been working with community action groups in Boston to invite kids in their programs to come into HSSP. The courses that are popular with black students presently enrolled in HSSP are "Urban Criminal Law", "The City and its Problems", "African Development," 'African Literature", "Problems Facing the Black Community", and "Black Literature."

The most popular discipline with kids in the program of psychology — droves of them try to enroll in almost any course if its title has this word in it. Drama has also been a mainstay of the program. A performance of No Exit will be presented by the Dramatics class on April 19. Science is another key interest area. Students teaching science courses have cooperated this term on sponsoring a "Scientists" lecture series with the hope of exposing students in the science classes to the thought of an eminent researcher. One instructor is giving a series of lectures for the Boston Science Museum on the atom for underprivileged sixth and seventh graders.

A Wellesley Campus

The MIT High School Studies Program has reached such proportions that the possibility of establishing an HSSP at Wellesley is being investigated. A Wellesley HSSP would serve two purposes: 1) to offer high school students in the geographic radius surrounding Wellesley a chance to participate in such a program (since MIT is too far for many of them to commute on Saturdays) and 2) to take some of the overflow from the MIT HSSP. The establishment of such a program is contingent on the support of Wellesley students and administration approval . . . A Wellesley HSSP would be run in the same manner through MIT's central HSSP office; MIT instructors would come to Wellesley on Saturdays to cover science, engineering, math, and some social sciences and humanities areas. The chief criteria for teaching a course is interest; anyone who is interested in taking part in HSSP should not hesitate out of doubt concerning their abilities as an instructor. If anyone is interested in working on the establishment of an HSSP campus at Wellesley, contact Chuck Mauski at 289-4755.

The directors of the MIT HSSP are investigating possibilities for educational dialogue on other levels as well. In order to accomodate the expanding nature of the program, the HSSP has been made a division of the Educational Studies Program. Projects being formulated under the Educational Studies Program are in the finalization stage. They may be of interest to anyone who will be in the Boston area this summer or next year.

1) College Studies Program—qualified college students will be teaching subjects outside the usual college curriculum, hopefully for credit, to college students this summer.

2) High School Teacher Exchange Project — this program, starting in September, involves an exchange between MIT and the Cambridge Public School System. Interested Cambridge high school teachers will be brought to MIT under the sponsorship of the MIT Educational Studies Program where they will work out independent programs with an MIT professor. Such programs could include independent research or reading, weekly discussions, apparatus training, assistant college teaching. In return, appropriate MIT students will substitute for the high school teachers while they are at MIT on a part or full time basis or as assistants. Hopefully academic credit will be given to MIT students. Qualified Wellesley students can participate in this program.

3) A special educational program, distinct from HSSP, for bright high school students during the summer is in the formative stages.

4) A national communication system is being set up between interested student groups of various colleges on the topic of how college students could influence and assist the educational process in the high schools.

5) Plans for a seminar to be included in the regular MIT curriculum are under way which formalize this experience of the Educational Studies Program in the field of high school education. Entitled "the American High School Today", the seminar would incorporate such books as Goodman's **Compulsory Miseducation, Kozol's Death at an Early Age,** and Conant's **The American High School Today.**

Any students at Wellesley who are interested in participating in any of these programs either as students or as instructors should contact Steve Schwartz, the director of the Education Studies Program, through the ESP office in the MIT Student Center at 547-7416.

SO To Widen Communications: Plans Community Involvement

by Anne Trebilcock '70

Under the new leadership of Judy Scott '71, Service Organization plans closer coordination with MIT, better communication channels and more community participation in its projects for next year. With these emphasis changes, S.O. will continue to sponsor a variety of tutoring and other social-action programs.

Increasing its interest in urban problems, S.O. will work with the Urban Action group at MIT, with possible links with Harvard-Radcliffe organizations and the Model Cities Volunteer program. The Boston-Cambridge school committee elections next fall should also spark involvement through individuals' support of the more liberal candidates.

While Judy indicated that S.O. wished still to treat politics secondarily, she suggested that any good service project had to remain knowledgeable about its neighborhood, a neighborhood where today issues of rent control and local school politics are important.

Greater involvement of parents in reforms for their children's education is a trend that S.O. plans to foster next year, with even more cooperative community development.

Tutor Workshops

At the same time, S.O. is concerned with improving communication in its own college community. One method for this is a proposed tutor workshop, in which tutors will be kept abreast of recent developments in educational materials and approaches.

Many ideas for better tutoring and for related new projects will come out of a summer program that Judy and 3 MIT students are planning in Cambridge. In the morning, an experimental school for first through third graders, it will also offer informal afternoon sessions for older children. Hoping to create a free environment classroom on the Leicestershire model, they will rely on many diverse materials, some inspired by the Educational Development Center in Newton.

You could have filled this hole.

To find out how,

Call Sue at 235-8199

Tutors at St. John's Widen Prospectives

by Sue Heinemann '70

The car stops before a red brick building in Roxbury. "St. John's Episcopal Church" proclaims a small sign in front. "Hey, Robbie, your tutorer is here," shouts a voice from up in the tree. Much noise and commotion as the boys and girls go inside with their tutors.

Soon intriguing smells waft out of the kitchen. "They're making taffy down there. Can we go help?" Upstairs pens and crayons are busy. Activities range from making puppets for a play they've written to illustrating their own joke book ("This is clock, you want a sock? . . . Mary trying to be a fairy. You're kidding.") The vital ingredient is always the lively conversation. Imagine stories and perceptive observations reveal active minds, although creativity is sometimes suppressed in having to put it down on paper.

In Their Words

Often, though, the tutors are amazed by the children's talent. Darrell produced a series of caricatures and portraits, remarkable for their keen observations. Poetry, too, yields unexpected results. Stevie writes:

"The shining sunshine
Shines upon the blue water
In the summer time.
The little boy's sad
Because he has no money
To get what he wants.
The fat little clown
Was jumping on the sofa
And made it sag down."

Pride in themselves and in their blackness is one of the aims of the program. Robbie speaks of "Africa, the home of the black men. Oh Africa, the Beautiful head of Africa. When the white man comes do not be afraid. For Algeria where my brave ancestors come from. The land of Africa, fight for your life. Oh Beautiful Africa. I say, all of Africa is not the biggest country in the world. But Africa should be strong."

What does the tutoring project mean to them? "When I go to tutorial we have lots of fun," notes Darrell. "Today I drew a picture of my tutor, her name is Sue. One day we went to Wellesley and had a picnic. We had marshmallow. We put it on a stick and in the fire."

Different Perspective

Trying to capsulize her experience with Wesley, Nancy Fitzgerald '70, head of the program, felt, "The most significant thing was his calling me Nancy. It took him at least six months before he started using my name . . . When a kid uses your name it means your're a person to him and not just 'hey you' ".

Ginny Christiansen '71 noted, "I guess I was rather shocked to learn o the hot summer night when my tutee put her rabbit on the fire escape and 'a rat came and ate it up.' . . . but I chuckled to hear her say after seeing Romeo and Juliet together, "Boy, Shakespeare sure did make a good movie, didn't he?"

PBH Serves City

by Jane Bilder '70

Phillips Brooks House (PBH) is the coordinating organization at Harvard which sponsors a number of student-run social service projects. The focus of much of this organization's work this year has been to become involved in the problems of the surrounding Cambridge community.

While almost all PBH volunteers are Harvard-Radcliffe people, it is not impossible for an outsider to work in one of the programs. Vicki Van Steenberg '70, for example, is presently working in a pilot program with the Cambridge Court Clinic.

Find Summer Jobs

Volunteers work on a one-to-one basis with delinquents as well as working closely with the individual's therapist. Part of the work of the volunteer might include helping the delinquent find a summer job or getting him into a settlement house program. The focus of the program is to keep delinquents out of reform school, to help boys after they are released from reform school and to help those on probation.

Vicki originally come into contact with the PBH organization through a friend who was in charge of the summer program at Roosevelt Towers, a Cambridge housing project. The summer program there consisted of group work with the boys and girls living in the project. Last fall while taking Bartlett Stoodley's sociology seminar on juvenile delinquency Vicki decided to undertake field work in delinquency as a research project. When she applied to work in the Lyman School program at PBH they were apprehensive about accepting her because of the transportation problem she would face.

Lyman School

The program with the Cambridge Court Clinic grew out of the PBH sponsored Lyman School "Ins" project. Lyman is a reform school in Westborough, Mass. for delinquents 11 to 17 years old. A group from Harvard goes out there once a week. Among their activities have

(Continued on Page 12)

SO Tutors Involve Mothers, Teachers

by Anne Trebilcock '70

Moving toward greater community participation, S.O.'s Tutoring Plus program this year has seen increased involvement on the part of Cambridge mothers. As the mothers organize, about 65 Wellesley students continue to meet with their tutees once a week, in efforts to not only improve their academic performance, but to try to excite them about learning.

During the past year, S.O. tutors have had more contact with the tutees' public school teachers, with concurrent efforts to get the teachers and the parents together. The interest which parents are now showing in their children's education may make pressures for school system reform more productive.

In conjunction with aroused interest comes the awareness of new materials and methods in education for the tutors, the teachers and the parents. Using the resources of the Educational Development Center in Newton, Tutoring Plus hopes to incorporate more of the new ideas next year.

Academic Turn-off

Perhaps the biggest problem facing tutors is the students' feeling turned off at "academics," the original emphasis of this year's program. Without sacrificing scholastic concerns, tutors have modified their approach to establish a friendlier rapport with their tutees.

For those students in high school, tutors try to find justifications for their staying to graduate. With some children, low marks are the result of poor attendance, not lack of intelligence or poor performance in the classroom.

The tutor, who does her work in the tutee's home, is able to more easily see the factors outside the schoolroom which may be affecting the student's school experience. More tutor-teacher contact aims in part to sensitize the teacher to those external considerations.

Involving Community

Next year, says S.O. president Judy Scott '71, Tutoring Plus will attempt to achieve greater community involvement, with increased communication between parents, teachers, tutors, and tutees.

Equally as important will be tutor training sessions to acquaint tutors with new methods open to them, while urging them to gain heightened knowledge of the community in which they are working. Most of this year's children lived in the Washington Elms and Newtowne Court housing projects in Cambridge.

It is difficult to gauge the effectiveness of the tutoring programs, Judy says. Academic improvement may not show, while subtle attitudinal changes may be beginning. Exposing both the tutors and the tutees to new experiences, Tutoring Plus continues to try new methods to increase its effectiveness.

Surprise and discovery are in store for patrons of G.B. Shaw's "Misalliance," to be performed by Wellesley College Theatre this weekend. Photo by Lin Tucker '71.

A new look at "togetherness" promises to spice Barn's upcoming production. photo by Lin Tucker '71.

Caravan Cooks Up Theatrical Delicacy

by Sue Wing '71

What a scene. Below the balcony of the Harvard-Epworth Methodist Church a small crowd perched on what looked like black repainted bleachers from Ringling Brothers' earlier days. Across the hall, a pile of miscellaneous junk, hangers, canopies, poles, and hints of a papier-mache dummy shown in the half-light, waiting.

Lights! Action! Dummy going uuuuup! "Tonight, dear friends, the Caravan Theatre, always one up on Julia Childs, is going to show us 'How To Make A Woman.' . . .

Preheat Audience

Start the audience at moderate heat and gradually raise the temperature for a period of two hours. Let there be lights — striping across the floorboards in capillaries of frustration, varicose veins of "a smile frozen stiff with waiting," white nets and marriage filigree; plastertering shimmering sheaths and see-through shells on a papier-mache mannequin, jumping in sinful blueberry polka dots, sitting self satisfied on a black wooden platform, floating illusory through a curtain of chiffon.

Introduce a pair of lascivious revolving doors, pushing and shoving, and quick-changing into a pair of equally dubious dress designers—"We are the creators . . . Designs must have verticals;" "Women must have horizontals," . . . Churn them into pistons, and clocks, and school days drill-in-into-the-noggin-machines. And white you're creating a stir, turn them over into people.

Fold in People

Drop in a large chunk of a lanky Joel Politsky, door-designer and hunter-husband, whose "job is to hunt while she sits at home eating chocolates by the fire." Thicken with a thesis about women, "New Designs for '69, 1 to 1000," and a falsetto manner—"We like you;" "We accept you."

Add body with a dose of Joe Volpe, new for this year, the bare back look in fur, with the consistency of

(Continued on page 10)

Hats Off! D-Day Set For Fun, Frolic

What's a Derby Day? It's "a spectator zoo . . . a fun-filled riot . . . a pied-piper parade led by a merry band from YOUR FATHER'S MUSTACHE, a melee of contests featuring inter-dorm rivalry and a party in the evening at the Sigma Chi House at MIT . . . and much more. . . ." Started at UCLA in 1930, it has grown to be an annual tradition with most Sigma Chi chapters on campuses across the nation. It will begin here at Wellesley this Sat., April 19, when competition, though usually between sororities, will be between dorms.

The Official Derby Day Program explains, "All thirteen dorms are competing in the Derby Day events. Each Dorm has been assigned a Brother to act as coach in some events, and to be acted upon in other events . . . In addition, each dorm has been given a color, both as a possible theme of dress and as a means of identification on Derby Day. Each Dorm will design a banner using its color and this banner will serve as a rallying point around the arena for that dorm on Derby Day."

Chain of Events

The highligh of the day's festivities will be the inter-dorm contests; a glance at the program provides a sneak preview: "DUCKLING DERBY — prior to Derby Day, each dorm will be given a duckling to name, dress, and teach race. On D-Day, each dorm will show off its duckling's grooming, costume and racing prowess.

In addition to the regular point distribution for winners of the race, 10 points will go to the best-attired duckling." And, for those who hate animals, there's always the Bamboi Rambie Zip Strip, Deck-a-Sig, Around the World, ("a hilarious secret event"), Mystery Event, and Derby Steal. When the points are counted, the winningest team will be awarded a complete stereo system, donated by Tech HiFi.

Alternate Plan

Even if you're the non-athletic type, or have a compound fracture, or are saving your energy for Tree Day, Derby Day has not forgotten you. Rumor has it that it is intended as a "spectator sport where people can mingle socially out of a mixer environment." By your very appearance, you can help your dorm get the Spirit Award, or have your "Cheeks checked" with "Sigma Chi" in washable paint.

For shutterbugs, Derby Day should be a heyday. For the curious, it should be a new style of mind-blow. For the famished, there will be Food and Drink, the proceeds of which will go to support Wellesley's plan for an Upward Bound Summer program. No matter what shape your stomach or mind is in, Derby Day should be Something.

Shanker Reviews Teacher Strike

by Peggy Mackiewicz '72

Is the United Federation of Teachers "the vanguard of the status quo, the self-interested protector of professional prerogatives, or the instigator of covert racism?" Decrying the "biased press coverage" of the New York City teachers strike last fall, the Harvard-Radcliffe Young People's Socialist League announced in a press release the appearance of Albert Shanker, president of the UFT, on Wed. Apr. 9 in Lowell Lecture Hall.

Shanker first proclaimed his desire for integrated and quality education. He noted that in 1967 McGeorge Bundy, head of the Ford Foundation, created a commission to investigate decentralization of the public school system as a means of getting an "apathetic" black community involved in educational problems. Previously, the Board of Education had built Intermediate School 201 in East Harlem, promising the parents that despite its location, the school would be integrated. Seven years later, the school opened its doors to an all-black student body. "In anger, frustration, bitterness," said Shanker, "the community turned against the central board." Shanker interpreted their attitude as: "If integration is impossible because you will not permit it to happen, we the community will control the school." At this point, the New York Times, the Amsterdam News, and all other major publications and organizations, "with the exception of radical civil rights groups," condemned the concept of an all-black school. Then, Shanker declared, Bundy devised "a plan which would have exactly the same result but which would be praised," a project to grant local control of "ethnically and racially homogeneous" schools to district residents.

Shanker Endorses Decentralization

"There's really nothing wrong with the concept of decentralization," Shanker stressed. "It implies that all these separate decision-making centers are given a high degree of flexibility and power." Community control, however, signifies "the right of a given community to make decisions which are absolute and final." Shanker compared the unjustified claims of the Ocean Hill-Brownsville governing board to the cry of states' rights: "the right of Mississippi to treat the people of that state any way it wanted." The refusal to submit their actions to review was for Shanker "essentially a kind of secessionism." He declared himself then "unalterably opposed to the concept of total community control."

Claiming the supporters of community control demand "a large number of very small school districts," Shanker explained the reasons behind the UFT's desire for 15 large districts. The possibilities of integration and economic efficiency are greater in larger districts. Also, "a small district can be taken over by a small group operating on a basis of violence or threats of violence." Shanker also senses a "great pressure for conformity" in a small area.

Teachers' Rights Examined

Reacting to Bundy's plan to "let each district go out and hire its own teachers and supervisors," Shanker declared, "We do not give teachers the right to choose districts. Teachers cannot freely transfer from one district to another in New York City . . . Assignment of teachers must be a central responsibility." Yet Shanker offered to allow districts with hiring problems to recruit teachers before more affluent communities could lure them away.

Last May, after ten teachers had been arbitrarily fired by the Ocean Hill governing board, the UFT rose in protest. Shanker explained, "Our position was that in a decent society, before a person is fired, he has a right to know why and a right to an impartial trail." The union demanded that the teachers' cases be brought before a mediating, fact-finding body; all ten were found innocent of any serious error. Shanker believes the governing board chose to dismiss teachers with "excellent records" merely "to prove they had complete control" over the school. When the ten were reinstated, school officials harassed or ignored them, vigilante groups threatened them. Shanker at that time declared a total of three strikes to protect those fired and to safeguard traditional privileges and benefits for teachers.

Shanker Proposes Reform

"We do not believe that decentralization will have any educational impact at all," Shanker stated firmly. He fears that parents who demand community control of schools think, " 'My children will not be retarded in reading because I took part in the school board election.' " However, Shanker added, "Decentralization should be sold on the basis of democratic values." To conclude his speech, the union president proposed a detailed plan to improve public education in New York City. First, he recommended programs for children from the ages of two-and-a-half to six years. Second, he urged the creation of "more effective schools," reminding his audience that "money has never been given a chance" to solve educational problems. He then suggested that an internship program be established to train new teachers and to provide them with "skills of warmth, clinical skills, and dramatic skills." Fourth, the "very widespread use of community people, para-professionals" within the classroom was recommended. Shanker's fifth point was the "continued stress on integration," and finally he urged the city to establish "objective systems of accountability" to judge school officials.

Criticizing the New York state legislature for reducing funds for welfare and education, Shankar emphasized, "The best of schools is going to be ineffective with a child who lives with rats." He also noted the "development of a new kind of liberal racism" whose proponents declare that "the answer to 100 years of saying 'no' on the basis of race is to uncritically say 'yes' to any proposal" made by even a violent minority of blacks.

Wellesley Commission

The newly-elected student representatives to the Wellesley College Commission are Ginny Overholser '70, Joan Lister '71, and Page Talbot '72. Other representatives are:

Trustees: Mr. George Putnam, Dr. Samuel Proger, Mrs. E. Norman Staub;

Administration: Miss Ruth Adams, Miss Phyllis Fleming;

Faculty: Mrs. Alan Lefkowitz, Miss Elizabeth Rock, Mr. Alan Schechter;

Alumnae: Mrs. Robert Bonnell, Jr. (Barbara Johnson, '52), Mrs. James Collins (Dorothy Dann '42)

Anyone interested in educational reform can attend an experimental, student-run summer program at the University of Massachusetts. There will be a planning session in late April. For further information contact Linda Baron, Tower Court West, 237-0266.

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Black Art Exhibit Extols Black Men

by June Roberts '70

(Ed. note: Community Lecture Series black art exhibit will be showing Apr. 6-22 at 122 Elm Hill Ave., Roxbury)

The Community Lecture Series black art exhibit is generally forceful and esthetically superior. The force and aesthetic superiority of the exhibit, however, is largely confined to the work of two artists, Nillon Johnson and John Wilson. Wilson achieves a poignant evocation of the starkness of ghetto life in a black alley representation of tenement fire escapes which is almost surrealistic. In it a lone figure ascending desolate stairs is irhe inhabits — a world which is also revocably alienated from the world alien to all other worlds. Wilson again captures the despair and alienation of the ghetto mood in a portrait of a black man whose eyes stare blankly out at the viewer but does not communicate with him because again there is the impenetrable curtain which separates him from the viewer. Wilson pays careful attention to his hanging, empty, half-clenched fists, and his unself-conscious dishevelledness. He varies his technique from atmost stunnto shadowy use of his brush, to patchy use of thick pigment. His graphics also express a technical virtuosity and power of expression which he used to evoke the pathos of black alienation.

Mitton Johnson

Millon Johnson's forte is his brilliant tasteful use of color in a somewhat broken inpressionistic style. He combines this trehnique with a strong linear sense which exhibits his cubist interests. The melange of these two influences combine in a fresh natural way to add a element of drama to his sensitive description of racial features. His figures, unlike Wilson's, seem to possess a certain composure and self-assurance, indeed a muted jole do vivre which finds its origin in the inner recesses of their racial ethos. Perhaps the difference in Johnson's and Wilson's thematic concerns is most easily appreciated in their contrasting use of color. Johnson uses bright reds, greens, and yellows, while Wilson confines himself almost completely to the use of browns and blacks.

Johnson's figures should not be confused with happy natives. Instead, they are uncannily alive and self-aware, sure of their human dignity. Johnson presents his figures complete with the power of speech. We do not feel that the artist is making a statement by means of the figures or independent of them. They are autonomous and eloquent in their autonomy.

The depth of Johnson's figures forms a striking contrast with Dana Chandler's cartoon-like figures. Chandler confines himself to the use of caricotures to express the violent confrontation between blacks and whites and the transition to black mindedness. His still lifes also possess a certain flatness. Perhaps the most striking thing about his work is the fact that the colors do not mix, do not flow into each other. That is precisely his point. He foretells America's doom by the hands of blacks. He encourages blacks to be aware of their strength in a cartoon of a black superman who vanquishes the honky. Chandler dismisses certain artistic concerns in order to make revoluttonary statements to blacks and to and their tsychological transformation. His art is political, talks revolution. It addresses itself only to black people.

Artistic Power

Jerry Pinkney's contribution, some interesting if not salient posters, makes no clear statement about decadent white arts, sterile Americana, and conspicuous consumption which they depict. (Perhaps their existence is statement enough.) Lee Robinson treats the same subject as Pickney, and through the medium of pop art also, but he uses collages and paintings. He, on the other hond, makes pointed statements about Americana. He shows the terrifying, bizarre, and schizophrenic nature of American culture. In one picture, he states explicitly what he suggests in others, namely, that although the black man is surrounded by America's insanity, he stands apart from it.

Richard Yaede's cubistic representations are very impressive in their poignancy and subtle power. His style is very personal and imaginative. Calvin Burnell contributes first-rate graphics. They are highly sensitive in their exploration of the struggle for freedom. His "Vole Victim" shows a badly beaten man who lies on his back and tries to roise himself up to look out at us with pleading eyes.

Babaluaiye S. Dile has a very personol style which he adapts to the theme of racial tension and the idea of "Black is beautiful." Because his style is so personal and seems so simple al first, we are taken aback when we sre the implications of terror and portents of destruction in his work. (I am thinking of one particular painting of a little white boy on the beach naked flying a kite which hangs behind him like a target board.)

Mystery, Surrealism

Richard Stroud's style is interesting but unfathomable to me. One of his paintings reminds me of Don Quixote on the deserted plains just before he "sights" a windmill. The others are strange and interesting, but I can make no sense of them.

Gary Rickson exhibits a tendency toward surrealism. In one picture he deilberately obscures the picture plane. He juxtaposes a simngly foreshortened platform along the conventional frontal plane with a diagonal plane. The two planes seem to intersect at an unnatural angle. As a result the picture is seen simultaneously from two different perspectives. Rickson explores racial schism by dividing one of his canvases in two. He places a minute figure at the top which is black and half white. The axis which divides the mini-figure suggests a polarization of the figures in the painting.

Levett Thompson is represented by overpowering woodcuts of African heads.

The exhibit, although small, is large in the diversity of its portrayals of black moods and culture. It is interesting and on the whole quite good, well worth seeing, especially for blacks.

Harvard 'Yes' . . .

(Continued from page 1)

Afro-American studies program." Not designed as a formal proposal to the meeting, they reiterated the call for total amnesty to all participants in the University Hall takeover and the Paine Hall demonstrations.

Professor Farrington Moore stressed the crucial importance of academic freedom. George Washington, (Nobody's going to believe this, but my name is . . .) urged the formation of a single moderate position. Steve Browning of the Graduate School of Design proposed the adoption of green armbands as anti-strike insignia.

Wearing a ragged red headband, divinity student Hornberger countered attacks on he "illegal" takeover by explaining his participation: "I consider the hall illegally held by the Corporation."

College vs. Corporation

Mrs. Barbara Ackerman of the Cambridge City Council drew a distinction between Harvard as a Corporation — ("The politics of Harvard as a real estate owner do not reflect.) . . . an interest in the community.") — and Harvard as a place to learn. "You want Harvaed," she insisted, "to take a positive step." It is vital," she said, "to give the people a voice in decisions which concern them."

From microphone to microphone, individual opinions on the proposals rang out. Then, by means of a tightly observed voting system, controlled by srction marshals and the seperation of Harvard from non-Harvard people, the crowd as a whole expressed their opinion.

'Give A Damn' on Urban Crisis

Give a damn?

Then Williams College offers you a weekend conference on the urban crisis, Frt., Apr. 25, to Sun., Apr. 7, which "will provide a chance to hear what is happening now in the cities and to learn how YOU can get involved."

Senator Edmund S. Muskie will deliver the opening address on Friday at 2:30 p.m., while William Sloane Coffin and Mayor Hatcher of Gary, Ind., will also deliver major addresses. Most of the time, however, will be spent in a myriad of small group discussions each led by a panel of two or three grass-roots workers in urban areas — community organizers, city planners, someone from HUD and city administrators.

"Plight of Us All"

"Give A Damn" weekend is a response to a feeling that "the plight of the city is the plight of us all," accoeding to Pal Dunn '69, "Give A Damn" chairman, as reported in the Feb. 28 issue of the Williams Record. "Give A Damn" is the slogan of the New York City Urban Coalition headed by former Secretary of Health, Education and Welfare, John Gardner.

"The idea," Dunn stated, "is to get students and the communnity as aroused and committed to Williams Give A Damn as they are to the Williams-Amherst football game." He emphasized that the week end will not be "the typical beer-kand-brutal affair for which college wrekends are known."

Involvement in Urban Problems

In announcing Muskie's speech, the "Give A Damn" committre, according to the March 4 issue of the Rrecord, said they had asked the Senator to speak "because of his long involvement on the federal level with urban problems and as a recognition of his position as an eloquent und influential national political personality."

The Senator is scheduled to arrive in Williamstown in time for lunch and a press conference before his speech. After his address he will have time to speak informally with students before he has to fly to New Hampshire for dinner.

Model Cities Sponsor

Generally recognized as one of the most knowledgable members of the Senate on urban affairs, Senator Muskie was sponsor and author of the 1967 Model Cities Bill, after he refused to support another cities bill presented to the Congress by President Johnson. Muskie's bill, which later became law, calls for the rehabilitation of blighted sections across the country in an effort to make them demonstration areas for further urban regeneration. Presently over 140 areas have applied for funds, and ten districts have already begun their projects.

This bill calls for action not only in the area of housing, but also in education, recreation, health care and job training. One of the major gestures of the bill, is that if gives almost total autonomy to the local areas to plan and implement their own projects.

How to be Involved

As a member of the Banking and Currency subcommittee on Housing, Senator Muskie has been involved in all housing legislation since 1969, and was a sponsor of the Housing and Urban Development Bill of 1968 which provide for six million new housing units in the next ten years. The Senator is also Chairman of the Subcommittee on Inter-Governmental Affairs which oversees the integration of all 230 federal grant and aid programs on the state and local level. The major focus of the committee is the improvement of the quality of life in urban America.

The discussion leaders, most of whom are under 30, will be, according to the committee, "not bureaucrats, not official spokesmen, but people who are involved—young people who are doing interesting things." They will talk not only about what they are doing and how their jobs make a difference, but also about how students can become involved in alleviating the problems of the cities through summer jobs, careers and volunteer work.

One of the discussion leaders, Philip Hoff, former governor of Vermont and a Williams alumnus and trustee, advised the weekend organizers on problems of planning and arrangements. As governor of Vermont, Hoff instituted the Vermont-New York City Cooperative Youth Project that last summer brought 600 black Harlem teenagers to his rural New England state, which has a black population of 400, according to the Feb. 28 issue of the Record.

Since stepping down as governor last January after a six-year term, Hoff has been spending about one-third of his time in urban affairs mainly in conjunction with the State Urban Action Center, an organization assisting state governments with the problems of the city. He has also returned to his law practice in the firm of Hoff and Roff.

If you give a damn, fill out the forms available in the dorms and return them to Pam Andrews, TCW. Registration in advance will insure "all of your meals (Friday dinner through Sunday brunch) and a place to stay (with a BED and clean sheets and towels)." If your plans are indefinite and you cannot register in advance, the committee says, "Come anyway — if you just show up we can't promise a bed, but we'll find a couch and we can still sell you a meal ticket."

Leonardo' Light . .

(Continued from page 1)

relved an unusual distinction; he has been designated Slade Professor at Cambridge University in England for next year. This is the first time that a foreigner has bren given this honor.

In addition, Mr. Ackerman was Fellow of the American Academy in Rome from 1949 to 1952 and Fulbright Fellow in 1951-52. In 1964-65, he held an American Council of Learned Societies Fellowship. He received the National Gallery Medal for Distinguished Service in Education in Art in 1966 and the Centennial Citation from the University of California, Berkeley in 1967.

The List Goes On

Pursuing a variety of interests, Mr. Ackerman is a member of the College Art Association, the Society of Architectural Historians, the Renaissance Society of America and the American Academy of Arts and Sciences. He is also a trustee of the American Academy in Rome and holds the L.H.D. degree from Kenyon College.

In addition, he is the author of The Cortile do Belvedere and co-author of Seventeenth Century Science and the Arts and Art and Archaeology. Other recent works include The Architecture of Michelangelo, Palladio and Palladio's Villas.

With the addition of a Graduate School of Design amendment, the meeting passed the proposal printed on p. 4 of this issue of News. Hours later, the strike issue, which earlier had seemed to split the student body, was resolved. The strike was on for three more days, in hopes of substantial faculty and administration action on the provisions demanded. Thurs. Apr. 17 may be another story.

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Gabrieli, Stravinsky to Resound

by Virginia Blankenhorn '69

This Sunday evening at 8 o'clock in the Chapel, the Amherst College Glee Club and the Cambridge Festival Orchestra will join the Wellesley College Choir for a special concert of music for chorus and orchestra. The concert is the fourth such program to be sponsored by the Betty Edwards Dober Memorial Fund. Established in memory of a member of the Class of 1940, the fund makes possible the hiring of an orchestra, a luxury which would otherwise be out of reach.

Italian Baroque Music

Music of the early Italian baroque will be featured in the first portion of the program. To begin, the unaccompanied choirs will sing Hans Leo Hassler's six-part antiphonal motet **Verbum Caro Factum Est.** Hassler, of course, was German, but he was early in a long series of German composers who found it useful to study in Italy, and who made what were originally Italian stylistic traits permanent features of the German baroque as well.

An early — and enormously important — determinant of Italian baroque style was, curiously enough, architecture: In Venice, where the style had its most brilliant beginnings, the multiple galleries of St. Mark's Cathedral provided a challenging problem to composers of church music. The ultimate result was the perfection of antiphonal style, especially by Giovanni Gabrieli, whose works frequently call for as many as four separate choirs of different vocal and instrumental combinations. Gabrieli's fifteen-part (!) motet **In Ecclesiis**, which will be third on the program Sunday evening, is such a piece, calling for brass choir, organ, double chorus and a solo quartet (to be sung in this performance by a smaller choir). In the same vein, immediately preceding **In Ecclesiis** will be an instrumental canzona, also by Gabrieli, for antiphonal choirs of winds and brass. The most striking feature of such music must surely be its overwhelming scale and grandeur; its effect in a comparably grand architectural structure such as St. Marks, upon early 17th century worshippers, must have been quite sublime.

For the second part of the concert the Amherst Glee Club will perform several selections from its repertory. First will be the Credo and Sanctus from Josquin des Pres' **Missa Mater Patris**; following this, the Motet **Miserere Mei, Deus** for double chorus by Gregorio Allegri (1582-1652). Finally, the Glee Club will sing Anton Bruckner's **Ave Maria**, and a new setting of **Psalm 96** by Fenno Heath, presently the conductor of the Yale Glee Club.

Symphony of Psalms

To conclude the concert, the chorus and orchestra under the direction of associate professor William Herrmann will perform Igor Strovinsky's **Symphony of Psalms.** This extraordinary work, composed in 1930, is based upon parts of three psalm texts chosen from the Vulgate. Each text deals with a different aspect of worship: prayer, testimony and praise, in that order, are the subjects of the three movements of the work. Whatever musical settings such types of texts might suggest, Strovinsky's music demonstrates his concern that the setting bypass emotion and sentimentality, and appeal to the spirit alone. While the music cannot really be called austere, it is worth noting that Stravinsky's most affecting, poignant harmonic and melodic progressions come where the text is anything but emotional. The effect of such passages is all the more hair-raising for this paradox.

The orchestral forces called for in the **Symphony of Psalms** — as in so many of Stravinsky's works — are quite unusual. An augmented wind band, mixed chorus, two pianos, harp, timpani and low strings make up the ensemble, and one of the most striking features of this combination is its extraordinary homogeneity. The greatest number of parts are for "wind" instruments — whether woodwind, brass, or the human voice — and this fact accounts for much of the music's ringing clarity. It is interesting that Strovinsky has avoided the use of violins, violas and clarinets in this work, perhaps out of mistrust for their warm tone colors, which can sound sentimental in spite of the best performers' efforts.

On first hearing, a good many people complain that the music strikes them as sad: a lament, rather than a hymn of praise. There is a certain amount of validity in this, but perhaps it would be truer to characterize the music as solemn, rather than sad. As William Austin puts it, "one who can sustain his attention to embrace the relations of all three movements can feel the solemnity not as sorrowful, but rather as filled with genuine awe."

Missy Meyer Hefil and Nancy Meyer, both '69, were among the students who bargained for wares at the "'69 and the Arts" bazaar.
Photo by Anne Trebilcock '70

Film, 'Warrendale,' To Offer Moving, Shattering Experience

Ed. Note: The following is a review of the film "Warrendale" by Ward Cromer, assistant professor of psychology, reprinted from Psychology Today, March 1969. The film will be shown at Pendelton at 7:30 on Wed., April 23. Mr Cromer and Miss Karen Alphin, a psychiatric nurse who has worked as a counselor in residential brief presentation following the film, allowing time for discussion and questions from the audience.

For most viewers, Warrendale offers an unusual opportunity to experience first-hand a residential treatment center for severely disturbed children.

In a society where the emotionally disturbed typically are both rejected and isolated, it is a major accomplishment that a film of this quality and sensitivity is available.

Warrendale is a documentary about a particular treatment center in Canada that attempts to create the atmosphere of a home rather than an institution. Groups of 12 children live in houses along with staff who act as substitute parents.

Allen King (producer and director) and his associates interacted with the children over many weeks, making 40 hours of film from which Warrendale was edited. Although intended for Canadian television, this movie was never shown publicly in Canada, supposedly because the four-letter words used by the children were found objectionable.

The children in Warrendale have serious problems, particulary in maintaining consistent self-control. At one time, strait jackets and locked rooms would have protected these children from their own aggressive impulses. More recently and in other settings, tranquilizers might be administered. But in Warrendale, the technique of "holding" is used. When a child begins to lose control of himself, he is held by an adult — though sometimes by another child — who wraps his arms tightly around the disturbed child until he regains his control. Meanwhile a significant and basic interpersonal relationship is promoted, one where the child can feel the security of a strong and warm person who is sincerely trying to understand and help him. For middle-class Americans, who dare not express hidden anger and become incensed when another uses profanity, this direct expression of feelings challenges their conception of man.

Warrendale has been described as a unique human experience — moving and shattering. The viewer is aware constantly that these are real children whom he is getting to know. He joins their daily activities, shares their party and listens to them talk about their most intimate feelings. The audience participates in Warrendale and for this we owe Allen King much praise.

But I would like to take issue with the extreme use of the technique of holding at Warrendale. First it should be noted that the holding technique is not unique to Warrendale. At two different residential treatment centers where I have worked, such a technique was used. Although I support the use of holding, I would argue that some of the filmed holding sessions were not done advisedly but actually were promoted by the staff. Let me cite an example.

While the film is being made, the cook for the house died suddenly and unexpectedly, offering King a unique opportunity to film the reactions of both staff and children. The dramatic peak comes when the staff tell the children of the death of the cook, who is loved by the children. This is a difficult task for the trained and untrained alike, and it is especially gripping because we know that they are reacting to the death of a real person. The staff call the children into the living room and tell them simply that the cook has died. Because the staff expected a complete loss of control from one of the girls, they decided in advance that someone would hold her in his lap when the announcement was made. Thus prepared, holding could begin almost immediately.

As expected, she began to cry and to insist forcefully that the death had not happened. She kicked and screamed, requiring two staff members to hold her down. The other children remained relatively silent, watching the struggle. Then one of the others lost control until finally every child was struggling with or being held by an adult. Mass confusion prevailed and even the most naive observer would have to attribute much of it to group contagion. Had the first girl been removed from the group immediately, she still would have had her "encounter" but without precipitating regressive and unnecessary reaction in the other children.

Eventually each child comes to grips with the death of the cook and perhaps with the fragility of his own life as well. We see them all at the funeral standing quietly, lost in their own thoughts, and impressed with their maturity. This is an encounter for each of them, just as it is for each viewer.

Warrendale leaves one with a feeling of hopefulness. These children are not rejected and isolated in an institution. The staff are experimenting — they are trying. There is room for optimism in a society where such an experiment can be undertaken, however imperfectly, and where the public can have such an opportunity to understand the world of the emotionally disturbed.

CORRECTION

Tamara Harris '71 is the Senate member not the chairman of the Martin Luther King, Jr. Fund. This is not a CO committee.

BIOLOGY

The following students have been elected to the Biological Sciences Student-Faculty Curriculum Committee. Majors and non-majors please give them any opinions, problems, or ideas you have about the department. The first issue to be discussed is the content and format of the introductory courses.

Hiroki Ginsburg	Freeman
Debby Hall	Caz
Ellen Hazlehurst	Stone
Helen Hilliard	Bates
Carol Hollingshead	Caz
Kathy Shepeluk	Shafer
Nancy Weiler	Freeman

Biafra Official to Speak

The Department of Sociology and Anthropology is sponsoring a lecture by Pius N. C. Okigbo, economic advisor to the Biafran government, on Tues., April 29, in Alumnae Hall. From 1962 to 1966 Mr. Okigbo was the economic advisor to Nigeria, and from 1963 to 1966 he served as Ambassador to the Common Market and Brussels. As such he was the highest-ranking civilian government official.

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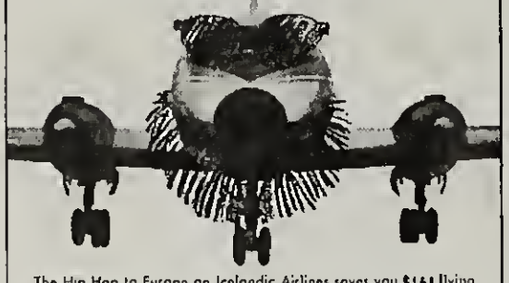

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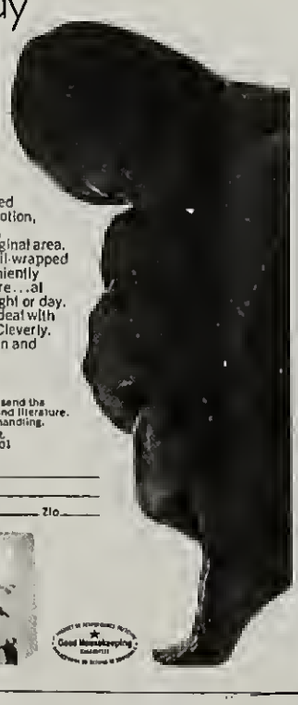

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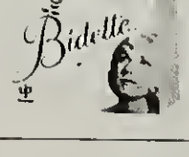

Good Housekeeping

The Reader Writes More

(Continued from page 2)

mittee shall be elected by the method of proportional representation."

In other words nomination to the Appointments Committee is by preferential ballot, a list of eligible persons mailed by the President of the College to each voting member of Academic Council. Each voter nominates five persons. From the five receiving the most votes on this first ballot, one is elected by a second preferential ballot from the President's office.

Members of the Nominating Committee are also nominated and elected in this way (Article VI, Section 14(b). Members of all other standing committees of Academic Council are nominated by the Nominating Committee in accordance with very detailed legislation (Article VI).

A belief that the Nominating Committee somehow controls elections to the Appointments Committee seems fairly common among faculty members. These persons evidently mark at least four preferential ballots a year (each a large sheet of names) without noticing that this process is quite different from voting on regular ballots (listing only two candidates for each position) for elections to other standing committees.

Virginia Prettyman

Female Satisfaction

To the editor:

I am anxious for Wellesley to remain a women's college. I like the lack of competition here; the attitude that education is a personal challenge rather than a social one. With the introduction of men, who are naturally competitive and must be to find a good job, this atmosphere would be lost. Furthermore, there would have to be a shift in the emphasis of a Wellesley education from unfettered to channeled learning (i.e. that with a specific job or area of business as a goal). In a sense, the Wellesley experience would be Machiavellian, the end justifying, more likely ruling, the means.

I also feel that, since, in a woman's college, the demand for response is entirely on women, they are the most important students, they themselves must do all the thinking. Were Wellesley coed, not only would the classroom responsibility be assumed by the men — indeed, this is what the pro-coed faction is chiefly desirous of — but consequently, women would become the interiors, rightfully. Even students in the Wellesley of the present shirk educational responsibility merely because they are too lazy to think and work hard — perhaps admitting men would hide this lethargy (or is it inability?) — but the challenge remains for us and us alone. The cure, is not the admission of men but self-discipline by us, the women students.

Education is a personal process only; male presence can, at best, be ineffective, at worst, destructive of our thought process. Considering the pre-occupation of the pro-coeducation students with men, I can only see that the quality of the education for Wellesley women would fall if men were to be added to this society.

It would indeed be unfortunate if social pressures forced our administration to sacrifice some of its present high standards of education to the trend-following coeducation faction. In exchange for educational freedom, responsibility and challenge, which exist at Wellesley today, this college would adopt a replication of the establishment. I hardly think it a fair exchange.

Yours truly,
Judith McGuire '72

Nothing to Fear

To The Editor:

Wellesley College offers women the opportunity to educate themselves in an atmosphere free of androcentric distractions. Our four years here are unique, for at no other time will we be given the freedom from responsibility which allows us to concentrate on intellectual growth. As requirements are lessened we have the liberty to study any subject we desire, without fear of masculine approbation for an intense interest in subjects other than movies or marriage.

Outside of class, in our extra-curricular activities, we have leadership opportunities which are not usually presented to women at a coed school; president of CG, chief justice, student representatives at Academic Council, disc jockeys for WBS, student directors and stage managers for college theater, to mention only a few, would be wholly or partially taken from women by men. We should relish these chances for extra-academic, as well as intellectual, development.

Despite claims that Wellesley is reactionary and "ivory towered," I feel there is still a place in society for a women's college. I am glad I came to Wellesley.

Chris Larsen, '72

Successful Alienation

Wellesley
April 12, 1969

(Ed. Note: The following letter, dated Apr. 12, was received by News early this week.)

To the girls of Wellesley College:

As of last night, I had been attending what was billed as Co-ed Week at Wellesley. I finally fled at 12:30 following an abortive party at Pomeroy which would have quickly devolved into a mixer had there been half as many girls as men. There weren't however, and the affair would have been more accurately advertised as, "Sing Party at Pomeroy." With that, I decided to spare my back the pain of sleeping another night on a crowded floor in Billings and my mind the stifling boredom of another day at Wellesley.

Our presence on campus indicated a commitment on our part to the success of your Co-ed Week; unfortunately, it was totally one-sided, there being no similar commitment on your part. You invited men to your campus and once we showed up, made every effort to deny our presence.

Efforts on our part to bring a semblance of naturalness to the situation were rebuffed. Our entrance into classes was often greeted with a high, tittering laughter followed by awkward silence. At night the only girls visible were those working bells. Attempts to get men and women together for an informal bull session in a dorm living room were little more than exercises in futility. On Thursday evening, a friend and I trekked from Stone-Davis, to Freeman, to Bates, and finally to McAfee before we could find two partners for bridge. Friday afternoon another friend and I tried to get a game of touch football going in the Shafer - Pomeroy - Cazenove - Beebe Quad, but again our attempts were in vain.

Throughout the half of Co-ed Week which I attended a spirit of artificiality pervaded the campus. Forced situations were contrived and even at these the number of co-eds usually exceeded the number of girls. The lack of women in the midst of a campus of 1700 was explained away as shyness, but your extreme reticence seemed little more than rudeness.

Your main success in holding Co-ed Week was alienating these men who had taken the time to cut classes and come to Wellesley. The barrenness of the whole situation was summed up when a guy from B.C. came up to me at Pomeroy Friday night and said, "My friends and I have had it with these snobs. We're going drinking . . . wanna come?"

Philip Rich
Yale '72

Conant Praised

To the editor:

It is rare that a professor combines scholarly interest with such a genuine enthusiasm for teaching as does Mrs. Elizabeth Conant, Wellesley comparative anatomy teacher. She imparts her energy and fascination with vertebrate anatomy so successfully that more than one student has remarked on the "esprit de corpse" among members of the Biology 202 class.

In addition to being an exciting teacher, Mrs. Conant is involved in other campus activities. She heads the Upward Bound program at Wellesley and sits on the Admissions Committee, a time-consuming position. Clearly her enthusiasm and warmth extends to people as well as preserved specimens.

Because she is outstanding both as a teacher and as a contributing member of the college community, we were deeply disappointed to discover that Mrs. Conant has been denied tenure by the biology department.

We urge the department to reconsider its decision. Further, we believe that channels would exist whereby students might register their opinions concerning candidates for tenure with the departments of the College before decisions on tenure are made.

Sincerely,
Mary Lusky, Genevieve L. Steele, Ilona Laszlo, Miriam Bressler, Nancy Yerrall, Suzanne Sauter, Penny Miller, Maurine Packard, June Corey, Nancy Stetsen, Andrea Magno, Janine DeCoster, Sheila Trice, Marilyn Crandall, Carolyn Jones, Hillary Stroud, Ivy Dreizin, Martha Hammond, Janet Morgan, Barbara Hediger, Brynn Wellman, Margaret Young, Carol B. Richmond, Dorothy A. Hemingway, Christopher Hyde, Maureen Weil, Kathy Chotiner.

Shy Away from Chi

(Ed. note: The following letter is written in response to statements which were sent to students who have just been accepted to the University of Chicago Graduate School.)

To the editor:

Students who have been accepted to the Graduate School of the University of Chicago will have received with the letter of acceptance a statement informing them of "the University's policy concerning disruptive actions." We feel it is important that every student who is considering coming to Chicago be aware of the events which prompted that statement and the way the University had acted to implement its "policy."

This winter University of Chicago students took the administration building to protest the firing of a radical sociology professor. It was a completely non-violent sit-in — there was no overt vandalism or property damage, files were not disturbed — yet it resulted in the most severe disciplinary vendetta to occur at any university. Disciplinary actions were taken against students allegedly for their presence at a sit-in that had been declared disruptive. But it became immediately clear from the disciplinary proceedings that it was not for their "disruptive actions" that students were being disciplined; punishment was being meted out with respect to student's political views concerning the nature and policy of the University. Disciplinary proceedings were being used to eliminate "radicals" from the campus. In protest, a committee of 500+ students attempted to submit a petition stating that they, too, had participated in the sit-in and should also be tried for their "disruptive actions." The Disciplinary Committee refused to accept that petition and continued its political purge. And it was a purge: the University of Chicago expelled more students than Columbia, San Francisco State and Berkeley combined.

You are told in the statement, "The University you have been invited to join provides an encouraging environment for intellectual growth through free inquiry." To us, it is brutally evident that this "free inquiry" the University encourages does not apply to all students, certainly not those who have been expelled for their "radical views." There is no academic freedom when certain types of questioning cannot take place. There is no "liberal education" when teachers or students are thrown out for challenging the education and policy of the University.

We urge all those who have just been accepted to the University of Chicago to refuse that offer, to boycott this University in order to demonstrate that its present politically repressive policy is as intolerable to potential students as it is intolerable to present students. Follow your conscience; don't come here.

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Caravan Theatre ..

(Continued from Page 6)

"To the woods, Mary; this way, Mary . . . I've opened to you a whole new world of instinctual pleasures."

Feminine Mystique

Season with Leilani Johnson, searching for the dress of her life; "It's too sheer," returning and turning to the womb, blowing balloons with a smile, wondering what happened to the blueberry stains she once rubbed into her white birthday dress.

Ring with Aill Singer, wife and mother and woman and "Little Angelcake," mother's darling always searching for the Blueberry Man, disconnected—"Where would you like your head sent" maybe misdirected, wondering "Why do I have this desire to be a fully developed person? . . . . I have to accept what I'm allowed to be."

Sprinkle Sara Screech liberally throughout the mixture, with her armor-plated bikini and her repetoire of tweet-tweets, clickety-clacks, snap, crackles, and pops, topped off by the sweet and sour sauce of "Up-up-up; Step right up to the penny arcade! Haaavve fun-fun-fun! Be a winnah! Get a kewpie doll, get a teddy bear, get a t'ree-dimensional man!"

First And Last Act

Choreograph a healthy set of sex, to lusty musical accompaniment: "Oh, this is number one, and the fun has just begun; Romeo, lay me down, and do it again!" Blend with a cup of repartee,—"This dress won't fit." "But it fits all of us," and some downwind jibes,—"Shall we get married?" "Sure."—and mix up well.

Depending on your taste, the play may seem crumbly, incoherent non-cohesive, a batch of ingredients thrown together with some extended improvisations on "Little Red Riding Hood." But, for those who attempt this recipe, remember that a Caravan play is like a Baked Alaska. You don't try to figure out why the ice cream doesn't melt; you just eat it up.

STUDENTS REGISTERING FOR EDUCATION 302 and 303 for 1969-70 must meet with Mrs. J. O. Bradley, chairman on Mon., April 28 in room 322 at 4:15 p.m. to guarantee placement at HIGH SCHOOLS next fall.

Art Store Becomes Student-run Agency

by Louise Welch '71

Next year, the art store will become a student agency like the Ell Table. To work there, students should see Mrs. McLaurin in the Placement Office as soon as possible. Two members of the class of 1971 are needed.

On the third floor of Jewett Arts Center, the art store is in its first year of operation, run by students as agents for Hatfield's Color Shop of Boston, Cambridge and Rockport.

This year the store is being manned by art club officers — Dinna Loomis, Linda Helland, Marilyn Crandall, and Vicki Van Steenberg, all '70. The idea has been profitable for everyone concerned — students, Hatfield's and the workers in the store.

A Profitable Venture

Convenient for students, the store also makes it possible to sell kits in parts, and provides an opportunity for students to buy miscellaneous items. And for the workers, there is 25 per cent commission from Hatfield's.

Most of the business is done at the beginning of the semesters, when students in art courses buy their supplies. Now, except for sales before sketches, there are only occasional sales of miscellaneous items. For the workers, this means only three hours of work every two weeks after the beginning of the semester.

S. O. Volunteers Find Education At Medfield Mental Hospital

Susan Heinemann '70

Strait jackets and barred cells have become popular images for mental institutions. Several Wellesley girls have formed a different picture from their connections with Medfield, a state menial hopsital.

Working at Medfield is primarily an educational experience, according to Anne Woods '71, head of the Service Organization program. Last term the volunteers worked in a group situation with four students to five potients and held regular meetings with a social worker. "There was a lot of give and take between the patients and us," Anne explained. "I think the patients really enjoyed the group, because of this interaction with the girls."

On the Ward

"This term the structure of the program is not as good," she continued. Students work on a chronic geriatrics ward and try to convince the patients to leave the hospital for a nursing home. Most of the time is spent visiting and talking. "All of them like to hove visitors," Anne emphasized. "On the older wards they sit and vegetate all day long. Just hoving someone to come in and talk with them is a help."

Describing some of her experiences, Anne noted, "I couldn't really comprehend what mental illness was before." One woman she worked with reacted violently to the suggestion of a nursing home. Believing that she had been a famous singer, this woman asserted that the owner of the previous home she'd been in had murdered her husband, although he had been dead for many years.

On Their Own

Independently of the SO project, several girls have been working, under a supervisor, on a one-to-one basis with the patients. While the SO program stresses social work, their projects involve more psychological principles.

Debbie Deixel '70 works with a 20 year old boy, diagnosed as a childhood schizophrenic and hospitalized all his life. "Although he can speak, he can't talk to people at all" she explained. "He has no concept of self and never uses 'I' or 'me'. What I am trying to do, using behavioral theropy techniques, is to reinforce him whenever he reacts to people in any way."

"It's difficult to expect to come in for two hours every Wednesday and expect to change his behavior on the other six days," Debbie stated. "But I have seen changes just by giving him more attention than he usually gets." Citing one of her most gratifying experiences, Debbie said, "Last time he was waiting for me when I came. Usually I have to wake him up."

Learning to Look

Betsy Ehrenberg '70 works with an 18 year old boy schizophrenic. "He doesn't speak or make eye contact; they're not sure how much he understands," she noted. Using behavioral therapy techniques, she is trying to condition him to make eye contact. "I don't think the technique ded. "It's important to establish ded. It's important to establish a good relationship. Although I'm sold on the technique across the board, in my potient's case it's the only thing you can do."

Betsy also works with a 26 year old paranoid schizophrenic. In general she serves as a friend for this woman to talk to. Lessening a paranoid's fears is one of the most difficult tasks, according to Betsy.

Dramatic Action

Recording for a psychodrama group, Tracy Schornagel '70 is gaining useful backround experience. Although she does not porticipate in the group. next year she hopes to do psychodrama as research for a 350 project.

Tracy also works with a patient who has a fairly good chance of leaving the institution. Since the woman is interested in flowers, they plan to plant flowers around the hospital. Tracy hopes that this project will help the patient in making the social adjustment necessary if she is to leove Medfield.

More Steal Autos Than Resist Draft

(CPS) Washington — Draft resistance is rapidly becoming one of the most frequent Federal crimes, ranking behind only auto theft and immigration infractions.

Federal judges, in response, are meting out penalties of unprecedented severity, but without much visible effect on draft disobedience.

The FBI reports an increase in investigations of Selective Service violations and of military desertions. Not all of the cases are political in nature.

But the escalating figures are a barometer of escalating opposition to the Vietnam war and of the growing impact the Selective Service has on the lives of America's young men.

At least 2200 draft cases are now pending in the courts. In 1968, prison sentences for draft violations averaged 37.3 months, compared with 32 months in 1967.

Anyone interested in the future or funeral of WABAN II, please come to a meeting in 200 Billings, Thurs. (tonite), 9:00.

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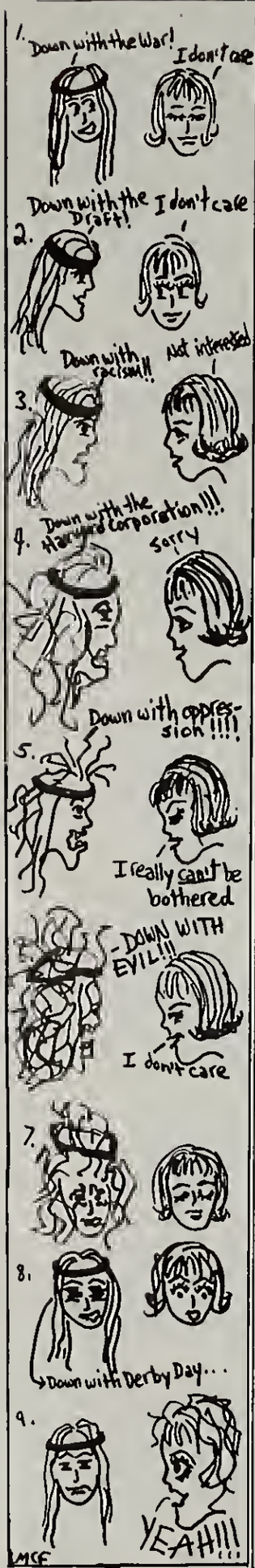

Communicating . . .

(Continued from page 3)

sculpture stance and to describe what they were and how they felt. There were also studies in group cooperation. One group was assigned a task while another observed silently. The observing group discussed among themselves how they felt about each other.

The Reader Writes . . .

Outrage

To the Editor:

The night Harvard students held University Hall, I went in to see what was happening. What I heard was not a group of revolutionaries, but people who were young and scared about being busted, who wanted to maintain the intellectual validity of their arguments and decry the high-handed tactics used by President Pusey in overriding the students and faculty on the ROTC question, among other things. They weren't there to fight, they were there to try renegotiation from the only position of power that seemed left to them after Pusey's tyranny. What kind of revolutionaries want to divide up into "discussion groups" during the critical moments to work out their political stands? I could laugh at this last night — and it only made what happened this morning the more outrageous.

These were not people for the Cambridge SS to club and beat bloody, these were rational human beings on whom gestapo tactics did not need to be used.

It is disgusting that this uncalled-for brutality should occur in the so-called rational and liberal educational center of the country, at the instigation of the self-styled liberal educators par excellence.

Cheryl L. Black '69

Wellesley PAX is organizing a campaign to urge Senator Edward Brooke to vote against the ABM proposal. According to Mrs. Little, a town resident, the committee plans to send a telegram to the Senator. College girls are desperately needed to collect signatures for this telegram. Anyone interested in organizing girls to collect signatures at local shopping centers on the weekends of April 19 and 26 please contact Mrs. Little at 235-3167 immediately.

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'Crimson' Speaks Out: Reconstruction Now

Ed Note: The following is a reprint of the HARVARD CRIMSON editorial of Fri., April 11.

The seizure of University Hall Wednesday and the violent police raid which followed are now accomplished facts. Scrupulously assigning blame to the various participants is no longer worthwhile. What is needed now is to build a movement capable of refashioning the structure of the University that provoked the bloodletting.

President Pusey and the small circle of deans around him could conceive of only two responses to Wednesday's demonstration short of outright capitulation. They must now realize that they chose the wrong one. The Administration could have let demonstrators stay in University Hall in the hope that their protest would be rendered ineffective by majority opposition to their tactics. Instead President Pusey and the Deans sent police to clear the building.

What happened was outrageous, but no more so than could have been expected. Letting the demonstrators stay in the hall would have inconvenienced the Administration and offended some sources of financial support, but these would have been a small price for the Harvard authorities to pay compared to the human and political costs of the course they chose.

This was a predictable mistake. It reflected the Corporation's preoccupation with financial concerns and its attendant political conservatism and somewhat self-interested patriotism. President Pusey's recent appearance before SFAC and the Corporation's response to the Faculty's ROTC resolution are only the most recent examples of a viewpoint that is now not only constricting, but, in the context of the times, inflammatory.

The Corporation as it is now constituted can not legitimately act as the principal governing body of the University. Wednesday's demonstration revealed an Administration which was, from its own point of view, protecting Harvard — but which in fact was hopelessly at odds with the Harvard community. It is clear that faculty and students must be given the determining voice in matters now decided by the Corporation.

Because the decision to bring in police on campus was only an extension of the Corporation's fundamental policies, a movement mainly directed at forcing President Pusey's resignation would be a mistake. The nature of the President's office, the manner by which men who occupy it are selected, and their invariably intimate relationship with the Corporation, were all forces which pressed Pusey toward his decision, while insulating him from moderate influences. Only a comprehensive reform of the Administration will guarantee that Pusey's successor will be more responsive to the feelings of his constituents.

The three-day student strike called yesterday by the assembly in Memorial Church is a vote of no-confidence in the Administration's response to the demonstration and in the Corporation's ability to govern. It also provides a breathing spell for organizing a broadly-based coalition which could make a revolutionary change in the distribution of political power at Harvard.

The success of this coalition depends on the willingness of the potential allies to make concessions to each other in order to force the crucial reconstitution of the Corporation. Though the Administration would not have been reduced to its present vulnerable state without the SDS initiative, the radicals cannot hope to dictate policy to all those who have repudiated the Administration's action. In particular, the radicals should drop their demand that ROTC be immediately abolished and should join in demanding a student-faculty referendum that will be binding on the Corporation. As yesterday's meeting at Memorial Church showed, the issue is so divisive that to insist upon immediate abolition is virtually to guarantee that no broad-based alliance will emerge.

The moderates, for their part, must continue to demand amnesty for the University Hall demonstrators. It is inconceivable to abandon the group which at great personal risk forced the necessary consideration of the issue. Furthermore, the moderates should join SDS in scrutinizing the University's often shamelessly selfish dealings with the Cambridge community.

A restructured University would require the participation of the Faculty, both in the new governing bodies and in efforts to secure them. Today the Faculty is being hastily summoned to a special meeting, presumably to give a vote of confidence to the Administration, and to begin to consider punishment for the demonstrators. The Faculty should withhold this vote of confidence, and, as it did after the Paine Hall sit-in, it should consider the issues raised by the demonstration and by the Administration's response.

Some will argue that the Corporation will not vote itself out of existence even if an overwhelming majority of both students and faculty agree that it should. That seems to us unlikely, but if it were to happen, further militant action would then be justified. The tactic of seizing a building is fully legitimated only after the ruling body has remained intransigent in the face of demands by an unambiguous majority of students and faculty.

PBH . . .

(Continued from Page 9)

been working with the young people to plan a model city and to write a radio show.

The Lyman School "Outs" program began this year by doing research. One committee investigated the legal aspects of working with delinquents, what they are not allowed to do by state law. Another committee investigated the local community for ideas. They talked to people in Cambridge and Boston who had had experience working with delinquents. Among those they contacted were professors and settlement house workers.

Youth and Flexibility

A third committee investigated programs for delinquents that exist in other cities such as Mobilization for Youth in New York. They also studied theories of juvenile delinquency. The group then pooled their findings to decide what type of project they could implement.

Vicki pointed out that some of the group's assets were their youth, their flexibility and the backing of the Harvard community. The Cambridge Court Clinic program grew out of the research by this group.

Wellmet Project

Among the other PBH programs is the Wellmet Project which has founded a halfway house for mental patients. Patients who do not need institutional care and students live together helping the patients adjust to the everyday world. Another committee plans activities such as basketball games and play-producing at an adult prison near Boston. Vicki commented that some of the programs operate during the summer and students living in Cambridge are able to participate in them.

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